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ABSTRACT

Student teachers in Florida A & M University's Teacher Preparation Program were aware of their need for additional training in working with diverse ethnic groups. A survey consisting of 30 questions relating to self-assessment, assessment of on-campus training, assessment of student teaching experience, and need for further training in that specific area, was administered to 440 black and 36 white student teachers during the 1978-79 and 1979-80 academic years. In addition, students participating during the winter 1979 and spring 1980 quarters also responded to another instrument, the Assessment of Multiethnic Attitude. Data were analyzed by quarter, and compared with the findings of the 1978-79 study. Findings included the following: (1) 49 percent indicated a need for more training in working with diverse ethnic groups; (2) responses from whites and blacks differed very little; and (3) there appears to be a close relationship between the respondents' perception of their ability to deal with situations involving ethnicity, and their backgrounds and experiences as they relate to ethnic diversity. Statistical data are included in 30 tables. A two-page list of references and a copy of the survey instrument are included in the appendices. (FMW)

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DEDUCTIONS FROM A COMPARATIVE ANALYSIS OF DATA TO REFLECT ATTITUDES OF FLORIDA A & M UNIVERSITY STUDENT TEACHERS TOWARDS TEACHER ACTIVITIES AND SKILLS APPROPRIATE FOR DIVERSE ETHNIC GROUPS FOR THE ACADEMIC YEARS 1978-79 AND 1979-80

RESEARCHER:

DR. WALTER W. JUDGE

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Dr. Evelyn B. Martin, Project Director

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CHAPTER I

INTRODUCTION

"New York City is the only place in the world where you can go into an Italian home in a Polish neighborhood and find a Puerto Rican kid eating matzoh balls with chop sticks." That's the kind of joke stand-up comedians like to tell to show that New York is an ethnic wonderland.

But what is not a joke, is that in many schools throughout the United States there are many children representing many cultures. What then is the impact of "ethnicity" in the United States?

One of the most powerful ideas America has seen is that of "the melting pot". This idea received imputus from Israel Zangwill's play, The Melting Pot in 1908. But the realization of this idea has never taken place. One may say that it is a good thing that it has not taken place. Horace Kallen's idea of cultural pluralism seems to be a much better idea (Glazer, 1980:19).

By 1970 America had seen a change from a policy of assimilation to one of cultural pluralism. We could easily ask what does this mean? According to Robert Havighurst, it means, (1) mutual appreciation and understanding, (2) cooperation of the various groups in the civic and economic institutions of the society, (3) peaceful coexistence of diverse life styles, folkways, manners, language patterns, religious beliefs, and family structures.

Education should be an apprenticeship for life. If the positive aspects of any society result from the cooperative efforts of its constituents, schools and universities offer the ideal setting for the communication, understanding, and consequent enrichment that all constituent elements of our culture have to offer each other. Formal education affords an opportunity for people to learn in theory, and perform in practice, the creative process of exchanging differences.

Institutions of learning through consecrated curriculum and dedicated teachers can appeal to the highest of human values. In The Souls of Black Folks, W.E.B. Dubois cautioned:

> We are training not isolated men but a living group of men--nay, a group within a group. And the final produce of our training must be neither a psychologist nor a brickmason, but a man.

Those sharing the responsibility for charting the direction students will take should never lose sight of the final purpose of

education: To reinforce the relevance and interlocking community of all humanhood (Henderson, 1974:580)

To this end, setting instructional priorities for teaching in a culturally pluralistic school requires the development of multicultural objectives in all schools and for all children. We live in a culturally diverse society. All classrooms reflect this diversity to some degree.

The research reported here is the second phase of an attempt by the Florida A & M University to address some of the ideas put forth in the above literature.

The research is much broader than that undertaken by the University during the 1978-79 academic year.

SAMPLE

The data analyzed consist of responses to a paper and pencil survey administered to 181 persons who participated in the Teacher Training Program at Florida A & M University during the 1979-80 academic year. In addition to the survey administered to the 181 respondents an accompanying survey was administered to 126 of the 181 respondents. The respondents were administered the survey at the beginning and end of their student teaching experience. One hundred sixty seven (167) of the 181 respondents completed both the demographic and opinion data designed to determine student teachers' opinions of their attitudes and skills appropriate for diverse ethnic groups at both the beginning and end of their student teaching experience.

Each of thirty (30) questions on the survey administered to the 181 respondents was answered in relation to self assessment, assessment of on-campus training, assessment of student teaching experience, and an opinion of need for further training in that specific area.

The responses were defined as follows:

1. Outstanding (indicates complete mastery)
2. Good (indicates high level of competence)
3. Average (indicates satisfactory level of competence)
4. Poor (indicates generally inadequate level competence)
5. Completely inadequate (indicates severe weakness, inability to function)

The fourth rating question required a simple "yes" or "no" response.

It will be noted that most of the 181 respondents 171 or 94.48% were black, while 10 or 5.53% were white. Of the respondents, there were 62 or 34.26% male and 119 or 65.75% female, with 150 or

82.88% age 20-24 and 31 or 17.13% twenty-five or older.

In order for the researcher to arrive at some deductions, the 1979-80 data will be analyzed by quarter and then compared with the findings of the 1978-79 academic year.

The racial make-up of the 55 respondents at the beginning of the Fall Quarter was 53 or 96.37% black and 2 or 3.64% white. Of the 55 respondents, 45 or 81.82% were age 20-24, and 10 or 18.19% were twenty-five or older. The end of the quarter showed a drop of 5 respondents in the 20-24 age group, 4 blacks and 1 white.

The make-up of the Winter Quarter respondents was 39 or 92.86% black, 3 or 7.15% white, with 36 or 85.72% age 20-24 and 6 or 14.29% age twenty-five and older. The end of the Winter Quarter showed a decrease in the number of respondents by five. Of this number, 2 were white over 25, 1 black over 25, and 2 blacks 20-24.

At the beginning of the Spring Quarter there were 84 respondents, of which 79 or 94.05% were black and 5 or 5.96% white, with 69 or 82.15% age 20-24, and 15 or 17.86% age 25 and older. The end of the quarter showed a decrease of 4 respondents, 2 age 20-24, and 2 age 25 and older.

CHAPTER II

RELATED MATERIAL

The Melting Pot Theory

Michael Novak, author of The Rise of The Unmeltable Ethnics, wrote on the cover of that book, "Liberals empathize more with nearly any group in the United States than the lower-middle-class white or the ethnic voters. They have found ways to sympathize with black consciousness, with the consciousness of Indians and Chicanos, and their literary sensibility has been refreshed by the great surge of Jewish writing." He further states, "America is not a melting pot. It is long past time for her to understand and appreciate the diversity of her ethnic elements, to stop feeling that she can assimilate individuals but not groups of individuals. Polarization has gone too far. It is time for a new cultural pluralism--one that draws from resources other than Anglo-Saxon history and values." (Novak, 1972)

Sophie A. Welisch in her article in the May, 1976 issue of The Educational Forum states, "that historically the American liberal tradition has fostered individualism, personal liberty, equality before the law, toleration of religious differences, and accessibility of public office to all citizens." Yet, she goes on to say that the United States committed to a policy of assimilation, has not supported the collective political or cultural rights of minorities nor the existence of communities with special privileges. In education, the power structure--white, middle class, and predominantly Anglo-Saxon--perpetuated its values of conformity in attitudes, behavior and appearance, the Protestant work ethnic, and Anglo-Saxon ethnocentricism. To the extent that American schools have sought to mold children into an ethnically homogeneous model, they have been "racist by design." (Welisch, 1976:543)

The American melting pot, which remained unchallenged for decades, has been central in the growing controversy between assimilationism and ethnic pluralism. To its credit, it acculturated millions of immigrants into the English language, facilitated national unity, and advanced economic mobility while minimizing social and cultural differences. The schools served as workshops in Americanization, where the country's ethnics learned to work and to live together and prepare for future citizenship.

But for some, especially the nonwhite group, the process did not work as well. As blacks and immigrant children entered the educational stream, they were faced with the choice of rejection of family and heritage as the price for academic success. For the ethnic minority child, cultural genocide can begin very early in

life; moreover, a negative stereotype imposed by the majority culture can have a tremendously damaging effect, especially when it results in the self-fulling prophesy.

Mildred Dickeman noted that school drop-outs are those who have refused to engage in the process of self-alienation. The conflict between language, culture, and traditions of home and school can result in marginal academic work, a negative self-image, and ultimately low earning power in the labor market (Dickeman, 1973:15).

Where the idea of the melting pot continues to persist, it contributes to a widespread insensitivity to nation-wide ethnic diversity (Thompson and Agocs, 73:14). Denouncing racism and assimilationism, civil rights and anti-poverty advocates have placed the root of the problem on the doorstep of the school system. As an agency for social change, the schools are expected to help students realize that racism is an integral part of our national heritage (Welisch, 1976:544).

While there is some question as to how pluralism is best achieved, there is reasonable accord that ethnic education is intended to benefit those who have been hitherto unfairly dealt with, largely ignored, or poorly understood, both in the schools and in society as a whole (Hertzberg, 1972:470). Despite individual cases of success, the American minorities—defined by curriculum planners as blacks, native Americans (Indians), Spanish-American, and Orientals--feel that they have been excluded from the great American dream (Welisch, 1976:544).

From an examination of the legal and constitutional background of ethnic minoirities in America, James Banks offers several generalizations which he feels are essential in understanding the struggle for justice among nonwhites. He postulates that: (1) ethnic minorities have endured exploitation as a source of cheap labor; (2) whites have rationalized and legalized this exploitation; (3) immigration laws were designed to exclude nonwhites; and (4) ethnic minorities have found little justice in the courts. To be properly redressed and corrected, the grievances implied must be taught to all students--not to racial minorities alone. Put into historical perspective, these concepts "must help students to reconcile some of the contradictions between American realities and the ideology and myths which are pervasive within the schools and the larger society." (Banks, 1973:639-41)

In Assimilation in American Life, Milton M. Gordon presented a multidimensional model of the assimilation process and applied it to the American scene. His model distinguished seven assimilation diminsions: cultural, structural, marital, identificational, attitude receptional, behavior receptional, and civic. He advanced certain hypotheses about the relationship of these dimensions, (1) in majority-minority group contact, cultural assimilation would occur first; (2) acculturation may take place even when none of the

other types of assimilation has occurred; and (3) if cultural assimilation will eventually follow. This theoretical model of variables and propositions was used to analyze the meaning of the traditional American ideologies of "Anglo-conformity," the "melting pot," and "cultural pluralism," and the historical and current realities of American racial and ethnic group life. However, the analysis contributed to realization that the optimism of an earlier generation of sociologists concerning the inevitable assimilation or "melting" of American minority groups into some common framework which would effect their disappearance was distinctly unwarranted and that, in the words of Glazer and Moynihan, "the persisting facts of ethnicity demand attention, understanding, and accommodation" (Gordon, 1975:84-85).

Assimilation is a bad word to contemporary ears. Our time is resentful of coercion, fearful of the threat of an uncrupulous majority. Probably the most salient new fact in the American social order is what Martin Kilson has called our rising neoethnicity. Group identities are more important in our day, relative to our national identity or even class identity, than heretofore. Conflict among these appears to be growing both in number and intensity. To lessen the abrasion, there is a noticeable withdrawal among groups, with more attention paid to the legitimate differences among them than to their common elements. For good or ill, this is a fact of contemporary American society, and educators fail to recognize it and accommodate to it at their peril (Sizer, 1976:32).

Teacher Attitudes

Many teachers say that they do not get involved in problems related to race and ethnicity because they don't see the colors and racial characteristics of their students. Such teachers claim that they "treat them all the same, whether they are black, brown, blue, or red." Teachers who make this claim usually have the best intentions, see themselves as good teachers, and want to treat all of their students fairly. However, in their attempts to deny the ethnic and racial characteristics of their students, they may be failing to respond to the unique needs of many of their ethnic minority students. Many students who belong to ethnic minority groups have no problems which result from their ethnicity. However, some do have special needs, and the teacher must respond carefully and sensitively to the needs of each child.

The Mexican American student who comes to school speaking primarily Spanish does not need a teacher who will treat him exactly like all of the Anglo students who are fluent in English. Rather, he needs a teacher who recognizes, respects, and appreciates his cultural differences and who has the attitudes, skills, and abilities to respond to them in a positive and helpful way (Banks, 1977:16).

If we assume that teachers have the required skills in the basic subject areas, then the most important area of concern is

attitude. According to Purkey, the task of the teachers is to teach the children about the world in which they live, and to help them relate positively and successfully, as well as to help them have a realistic self image. He states that this will be impossible if the teachers have negative attitudes concerning the students.

Research has shown that teachers' attitudes have a major impact on student achievement. It has been shown that when teachers have negative feelings about their students' mental abilities, the teachers automatically condemn their students to failure as evidenced in the findings of Clark and Rosenthal.

There are many methods and approaches which may be used in teacher education programs, and with in-service teachers to improve their attitudes and instruction with diverse ethnic groups.

Education assumes change. The person who has learned something acts in a different fashion from the person who has not learned that same thing. Intergroup education assumes that, as a result of selected materials and methods, individuals will be changed, and their attitudes and behaviors towards persons of other groups, and towards members of whatever group they themselves belong to, will change. The change will result in more acceptance of persons who differ and more acceptance of one's own difference from others.

Intergroup understanding and acceptance do not occur just because we want them to. Children do not "just naturally" like other children. They learn a great deal about people in the process of growing up, and much of this learning does not necessarily lead to liking and trust. The deliberate education of the child about himself and others is one of the obligations of the educator. Such learning cannot be left to chance (Grambs, 1968:1).

In education we talk about the "teachable moment." We can use the "teachable moment" in intergroup education. Further, we can create our own teachable moment.

According to Grambs, there are literally thousands of teachable moments in any classroom when the teacher can intervene in group interaction and aid in understanding and acceptance.

General Curricula Implications

The current phenomenon of ethnic pride is manifesting itself in the educational world through a call for the development of curricula, particularly within the social studies, designed to emphasize and glorify the contributions of various ethnic groups to American life. The strength of this movement is apparent in the statements of leading social thinkers and in the prominent role accorded to it at the 1975 convention of the National Council for the Social Studies (Freedman, 77:401).

For a variety of reasons, most educators regard multi-ethnic studies as a positive contribution to the curriculum. Some perceive the movement as a logical extension of the black and Latin American bids for equality, others as a means of improving the learning environment of some children. Still another viewpoint, voiced by Michael Novak, supports multi-ethnicity as an antidote to the alleged neglect of most minority groups in American history and, consequently, as a restorative to self-esteem, especially among white "ethnics." Some skeptics such as Nathan Glazer, question the wisdom of multicultural studies on grounds that they distort reality and ecnourage destructive competition among ethnic groups (Glazer, 74:56). But discussion has generally been devoted to methods of implementation rather than to an examination of the wisdom and validity of the concept. Fortunately, there are observers who acknowledge the dangers associated with the movement, and several have formulated plans to overcome them. James Banks proposes a multi-ethnic course of study which attempts to negotiate a path between what he sees as the two extremes of the cultural pluralist/assimilationist ideological continuum. Stipulating that the individual lives both within his/her own subcultural group and the society at large, he suggests that the most rational paradigm for curriculum is what he calls "Model C," whereby a social or historical even is examined from a variety of ethnic viewpoints, the Anglo-American being just one of many. As he observes, this would require a reconceptualization of American history and society. The result, Banks believes, would be a healtheir and more realistic attitude toward ethnicity and its proper role in American life than currently exists (Freedman, 77:401).

Many culturally different youths experience a conscious confrontation with their ethnicity during the early adolescent years. Awareness of their ethnic and racial identity increases, and greater demands, specifically related to ethnicity, are placed upon them by both societal and ethnic norms and expectations. These demands are often contradictory to the expectations and privileges allowed during the care-free childhood years. Thus, culturally different early adolescents are caught in the midst of a twofold dilemma: (a) the transition from childhood to adolescence common to people in general, and (b) the movement from being a child to becoming an adult within the context of particular ethnic group memberships.

As early adolescents become more egocentric and preoccupied with self, they begin to associate physical appearance with race and ethnicity.

It is at this point that they begin to associate their personal identity with ethnic group membership. They experience both pride and shame, affinity and denial, acceptance and rejection toward their ethnic group.

These "encounters" symbolize the emergency of a definitive

ethnic awareness and a conscious conceptualization of personal ethnic identification. This awareness has psychological, social, and emotional dimensions. It is often accompanied by internal and interpersonal conficts and confrontations as early adolescents attempt to resolve dilemmas and answer questions about the relationship between their personal worth and their ethnic and cultural characteristics.

Maslow's theory of human motivation and need gratification is instructive in integrating ethnic identification in early adolescence in instructional programs for middle- and junior-high-school-age students. Since the need for belongingness and self-esteem are prerequisite to self-actualization and are closely interrelated with ethnic identity, educators must incorporate ethnic development as an essential component into educational programs designed for early adolescents (Gay, 78:650-653).

CHAPTER III

FALL QUARTER FINDINGS

Table 1 includes all responses made to the thirty (30) items designed to determine the respondent's view of his self-rating and experiences as a student in the Florida A & M College of Education as they relate to activities and skills appropriate for diverse ethnic groups.

As with previous research and similar data, most of the respondents' opinions tended to be quite positive toward their own abilities, their classroom experience, and their student teaching experience, yet a large number evidenced need for further training. It will also be noted that except in very few cases, the respondents viewed their own abilities as highly positive in comparison to the number of respondents who viewed the institutional experiences as highly positive.

Table 1 will show that out of the thirty (30) teacher activities and skills addressed, there were only three (3) activities in which there were less than 25% of the respondents indicating a need for additional traiing. Those three (3) were Teacher Activities and Skills numbers: 16) Ability to communicate subject matter content to students whose ethnic backgrounds are similar to mine, 20%; 18) Ability to modify my own teaching style to the benefit of all students in my class, 21%; 28) Ability to plan and carry out classroom activities which encourage student self-direction, 23%. Fifty-four (54) of the fifty-five (55) respondents completing the survey supplied the requested background data. The background data presented some interesting information; 77.78% of the respondents stated that they had attended an integrated secondary school, while 64.82% had friends who belonged to an ethnic group other than their own while growing up. While evidencing positive responses, 92.16% of those supplying information on their future plans indicated that they would like to participate in activities designed to increase their ethnic awareness, as well as have access to reading materials concerning ethnic diversity. Of those stating their future plans, 96.08% indicated that they would be willing to attend seminars related to ethnic diversity after they graduated.

In contrast to the beginning of the quarter, at the end of the quarter a number of respondents rated their on-campus preparation in several areas as poor, and in a few instances completely inadequate. (See Table 2)

TABLE 1. FALL QUARTER (Beginning) RESPONDENTS

TEACHER ACTIVITIES AND SKILLS		How I rate myself as a teacher in this area						How I rate the quality of on-campus preparation in this area						How I rate the quality of student teaching experience in this area						I need additional training in this area	
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
1. Ability to translate broad curriculum guidelines into classroom objectives.	No.	15	28	12			55	13	34	8			55							21	34
	%	27	51	22			100	24	62	14			100							38	62
2. Ability to prepare learning objectives appropriate for diverse ethnic groups.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	10	30	12	3		55	9	22	23	1		55							23	32
	%	18	55	22	5		100	16	40	42	2		100							42	58
3. Ability to prepare classroom tests which do not discriminate against any ethnic group.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	24	23	8			55	20	26	9			55							15	40
	%	44	42	14			100	36	47	16			99							27	73
4. Ability to evaluate each student's relative strengths and weaknesses across academic areas.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	21	24	6	2		55	14	33	6	2		55							21	34
	%	42	44	11	3		100	25	60	11	4		100							38	62

TABLE 1. (Cont'd)

TEACHER ACTIVITIES AND SKILLS		How I rate myself as a teacher in this area						How I rate the quality of on-campus preparation in this area						How I rate the quality of student teaching experience in this area						I need additional training in this area	
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
5. Ability to design instructional activities which capitalize on individual patterns of ability within classrooms.	No.	9	31	14	1		55	9	25	20	1		55							27	28
	%	16	56	25	2		99	16	45	36	2		99							49	51
6. Ability to design and offer remedial aid to students who do not respond optimally to classroom instruction.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	15	23	16	1		55	11	25	19			55							26	29
	%	27	42	29	2		100	20	45	35			100							47	53
7. Ability to offer quality instructions to students whose ethnic background is different from mine.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	16	26	12	1		55	13	28	12	2		55							19	36
	%	29	47	22	2		100	24	50	22	4		100							35	65
8. Ability to offer quality instructions to students whose ethnic background is similar to mine.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	33	19	2		1	55	24	24	6	1		55							20	35
	%	60	35	4		1	100	43	43	11	2		99							36	64

TABLE 1. (Cont'd)

TEACHER ACTIVITIES AND SKILLS		How I rate myself as a teacher in this area						How I rate the quality of on-campus preparation in this area						How I rate the quality of student teaching experience in this area						I need additional training in this area	
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
9. Ability to apply effective classroom management procedures to maintain acceptable student behavior.	No.	21	25	7	2		55	23	24	7	1		55							17	38
	%	38	45	13	4		100	47	44	13	1		100							31	69
10. Ability to deal effectively with behavior problems of students whose ethnic backgrounds are different from mine.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	15	25	15			55	10	23	20	2		55							22	33
	%	27	45	27			99	18	42	36	4		100							40	60
11. Ability to deal effectively with behavior problems of students whose ethnic backgrounds are similar to mine.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	24	24	6	1		55	16	31	6	2		55							18	37
	%	44	44	11	1		100	29	56	11	4		100							33	67
12. Ability to communicate easily with students whose ethnic backgrounds are different from mine.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	20	25	10			55	8	30	17			55							23	32
	%	36	45	18			99	14	55	31			100							42	58

TABLE 1. (Cont'd)

TEACHER ACTIVITIES AND SKILLS		How I rate myself as a teacher in this area						How I rate the quality of on-campus preparation in this area						How I rate the quality of student teaching experience in this area						I need additional training in this area	
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
13. Ability to facilitate harmonious relationships among students of different ethnic backgrounds.	No.	18	28	8		1	55	13	28	13		1	55							14	41
	%	33	51	14		2	100	24	51	24		1	100							25	75
14. Ability to deal effectively with students who openly and aggressively exhibit ethnic prejudices.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	6	32	16		1	55	6	26	21	1	1	55							23	32
	%	11	58	29		2	100	11	47	38	2	2	100							42	58
15. Ability to demonstrate mastery of the subject area(s) for which I am responsible.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	25	29		1		55	28	24	3			55							17	39
	%	45	53		2		100	51	44	5			100							31	68
16. Ability to communicate subject matter content to students whose ethnic backgrounds are similar to mine.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	25	24	5	1		55	15	34	6			55							11	44
	%	45	44	9	2		100	27	67	11			100							20	79

TABLE 1. (Cont'd)

TEACHER ACTIVITIES AND SKILLS		How I rate myself as a teacher in this area						How I rate the quality of on-campus preparation in this area						How I rate the quality of student teaching experience in this area						I need additional training in this area	
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
17. Ability to communicate subject matter content to students whose ethnic backgrounds are different from mine.	No.	16	27	11	1		55	13	28	14			55							20	35
	%	29	49	20	2		100	24	51	25			100							36	64
18. Ability to modify my own teaching style to the benefit of all students in my class.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	26	25	3		1	55	16	34	4		1	55							12	43
	%	47	45	5		2	99	29	62	7		2	100							22	79
19. Ability to communicate effectively with the parents of children whose ethnic backgrounds are similar to mine.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	18	35	1		1	55	12	33	9		1	55							19	36
	%	32	64	2		2	100	22	60	16		2	100							35	65
20. Ability to communicate effectively with the parents of children whose ethnic backgrounds are different from mine.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	18	23	13	1		55	9	25	19	2		55							26	29
	%	32	47	24	2		100	16	45	35	4		100							47	53

TABLE 1. (Cont'd)

TEACHER ACTIVITIES AND SKILLS		How I rate myself as a teacher in this area						How I rate the quality of on-campus preparation in this area						How I rate the quality of student teaching experience in this area						I need additional training in this area	
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
21. Ability to work effectively in team-teaching situations.	No.	25	25	4		1	55	19	26	9		1	55							18	37
	%	45	45	7		2	99	35	47	16		2	100							33	67
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
22. Ability to work effectively with teachers whose ethnic backgrounds are similar to mine.	No.	22	29	3		1	55	16	29	8	1	1	55							15	40
	%	40	53	5		2	100	29	53	14	2	2	100							27	73
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
23. Ability to work effectively with teachers whose ethnic backgrounds are different from mine.	No.	22	28	4	1		55	13	33	8	1		55							16	39
	%	40	51	7	2		100	24	60	14	2		100							29	71
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
24. Ability to work harmoniously with administrators whose ethnic backgrounds are different from mine.	No.	16	30	8	1		55	13	31	10	1		55							22	33
	%	29	55	14	2		100	24	56	18	2		100							40	60

TABLE 1. (Cont'd)

ACTIVITIES AND SKILLS		How I rate myself as a teacher in this area						How I rate the quality of on-campus preparation in this area						How I rate the quality of student teaching experience in this area						I need additional training in this area	
25. Ability to generate fair and accurate permanent records of student progress for all students.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	29	23	2	1		55	25	24	5	1		55							14	41
	%	52	42	4	2		100	45	44	9	2		100							25	75
26. Ability to read and understand new research reports and translate important findings into instructional practice.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	13	37	5			55	10	33	12			55							22	33
	%	24	67	9			100	18	60	22			100							40	60
27. Ability to rigorously evaluate the success of my own teaching practices.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	18	32	5			55	14	33	7	1		55							14	41
	%	33	58	9			100	25	60	13	2		100							25	75
28. Ability to plan and carry out classroom activities which encourage student self-direction.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	28	23	3	1		55	20	30	4	1		55							13	42
	%	50	42	5	2		99	36	55	7	2		100							24	76

TABLE 1. (Cont'd)

TEACHER ACTIVITIES AND SKILLS		How I rate myself as a teacher in this area						How I rate the quality of on-campus preparation in this area						How I rate the quality of student teaching experience in this area						I need additional training in this area	
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
44. Ability to deal effectively with disruptive students.	No.	14	27	13		1	55	15	23	16		1	55							20	35
	%	25	49	24		2	100	27	42	29		2	100							36	64
45. Ability to effectively counsel students from a variety of ethnic backgrounds regarding future educational and/or occupational goals.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	18	29	7	1		55	18	23	10	4		55							22	33
	%	33	52	13	2		100	33	42	18	7		100							40	60
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.																				
	%																				
"		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.																				
	%																				

TABLE 2. FALL QUARTER (Ending) RESPONDENTS

TEACHER ACTIVITIES AND SKILLS		How I rate mysolf as a teacher in this area						How I rate the quality of on-campus prepa-ration in this area						How I rate the quality of student teaching experience in this area						I need addi-tional training in this area	
1. Ability to translate broad curriculum guidelines into classroom objectives.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	20	23	3	3	1	50	17	23	7	2	1	50	23	19	4	3	1	50	5	45
	%	40	46	6	6	2	100	34	46	14	4	2	100	46	38	8	6	2	100	10	90
2. Ability to prepare learning objectives appropriate for diverse ethnic groups.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	22	12	12	4		50	15	17	12	6		50	20	16	5	9		50	13	37
	%	44	24	24	8		100	30	34	24	12		100	40	32	10	18		100	26	74
3. Ability to prepare classroom tests which do not discriminate against any ethnic group.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	28	13	4	5		50	24	13	5	8		50	25	15	4	6		50	6	44
	%	56	26	8	10		100	48	26	10	16		100	50	30	8	12		100	12	88
4. Ability to evaluate each student's relative strengths and weaknesses across academic areas.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	20	22	2	4	2	50	17	22	7	2	2	50	21	20	3	4	2	50	8	42
	%	40	44	4	8	4	100	34	44	14	4	4	100	42	40	6	8	4	100	16	84

TABLE 2. (Cont'd)

TEACHER ACTIVITIES AND SKILLS		How I rate myself as a teacher in this area						How I rate the quality of on-campus preparation in this area						How I rate the quality of student teaching experience in this area						I need additional training in this area	
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
5. Ability to design instructional activities which capitalize on individual patterns of ability within classrooms.	No.	15	25	6	1	3	50	13	27	5	2	3	50	13	29	3	2	3	50	14	36
	%	30	50	12	2	6	100	26	54	10	4	6	100	26	58	6	4	6	100	28	72
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
6. Ability to design and offer remedial aid to students who do not respond optimally to classroom instruction.	No.	19	21	6	1	3	50	14	22	9	2	3	50	16	19	10	3	2	50	16	34
	%	38	42	12	2	6	100	28	44	18	4	6	100	32	38	20	6	4	100	32	68
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
7. Ability to offer quality instructions to students whose ethnic background is different from mine.	No.	22	17	7	2	2	50	15	18	11	5	1	50	18	18	10	3	1	50	17	33
	%	44	34	14	4	4	100	30	36	22	10	2	100	36	36	20	6	2	100	34	66
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
8. Ability to offer quality instructions to students whose ethnic background is similar to mine.	No.	27	15	2	3	3	50	21	19	5	2	1	50	27	15	2	4	2	50	5	45
	%	54	30	4	6	6	100	42	38	10	4	6	100	54	30	4	8	4	100	10	90

TABLE 2. (Cont'd)

TEACHER ACTIVITIES AND SKILLS		How I rate myself as a teacher in this area						How I rate the quality of on-campus preparation in this area						How I rate the quality of student teaching experience in this area						I need additional training in this area	
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
9. Ability to apply effective classroom management procedures to maintain acceptable student behavior.	No.	20	22	4	4		50	20	20	4	6		50	20	22	3	4	1	50	11	39
	%	40	44	8	8		100	40	40	8	12		100	40	44	6	8	2	100	22	78
10. Ability to deal effectively with behavior problems of students whose ethnic backgrounds are different from mine.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	15	28	5	2		50	12	26	10	2		50	18	25	4	3		50	13	37
	%	30	56	10	4		100	24	52	20	4		100	36	50	8	6		100	26	74
11. Ability to deal effectively with behavior problems of students whose ethnic backgrounds are similar to mine.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	25	16	4	3	2	50	17	21	5	6	1	50	22	19	4	4	1	50	10	40
	%	50	32	8	6	4	100	34	42	10	12	2	100	44	38	8	8	2	100	20	80
12. Ability to communicate easily with students whose ethnic backgrounds are different from mine.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	17	26	4	2	1	50	15	20	13	2		50	20	23	4	2	1	50	12	38
	%	34	52	8	4	2	100	30	40	26	4		100	40	46	8	4	2	100	24	76

TABLE 2. (Cont'd)

TEACHER ACTIVITIES AND SKILLS		How I rate myself as a teacher in this area						How I rate the quality of on-campus preparation in this area						How I rate the quality of student teaching experience in this area						I need additional training in this area	
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
12. Ability to facilitate harmonious relationships among students of different ethnic backgrounds.	No.	19	24	4	2	1	50	14	17	14	5		50	18	24	5	2	1	50	13	37
	%	38	48	8	4	2	100	28	34	28	10		100	36	48	10	4	2	100	26	74
14. Ability to deal effectively with students who openly and aggressively exhibit ethnic prejudices.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	15	22	9	4		50	13	20	12	4	1	50	15	20	12	3		50	18	32
	%	30	44	18	8		100	26	40	24	8	2	100	30	40	24	6		100	36	64
15. Ability to demonstrate mastery of the subject area(s) for which I am responsible.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	31	13	3	3		50	25	17	4	4		50	31	14	1	4		50	8	42
	%	62	26	6	6		100	50	34	8	8		100	62	28	2	8		100	16	84
16. Ability to communicate subject matter content to students whose ethnic backgrounds are similar to mine.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	24	20	1	3	2	50	20	20	5	3	2	50	25	18		6	1	50	7	43
	%	48	40	2	6	4	100	40	40	10	6	4	100	50	36		12	2	100	14	86

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TABLE 2. (Cont'd)

TEACHER ACTIVITIES AND SKILLS		How I rate myself as a teacher in this area						How I rate the quality of on-campus preparation in this area						How I rate the quality of student teaching experience in this area						I need additional training in this area	
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
17. Ability to communicate subject matter content to students whose ethnic backgrounds are different from mine.	No.	23	21	2	4		50	19	18	9	4		50	20	21	5	4		50	10	40
	%	46	42	4	8		100	38	36	18	8		100	40	42	10	8		100	20	80
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
18. Ability to modify my own teaching style to the benefit of all students in my class.	No.	30	12	4	2	2	50	23	20	3	2	2	50	31	13	2	3	1	50	5	45
	%	60	24	8	4	4	100	46	40	6	4	4	100	62	26	4	6	1	100	10	90
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
19. Ability to communicate effectively with the parents of children whose ethnic backgrounds are similar to mine.	No.	20	21	5	2	2	50	15	22	7	3	3	50	19	20	7	2	2	50	12	38
	%	40	42	10	4	4	100	30	44	14	6	6	100	38	40	14	4	4	100	24	76
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
20. Ability to communicate effectively with the parents of children whose ethnic backgrounds are different from mine.	No.	17	22	8	3		50	11	21	13	4	1	50	17	21	10	2		50	18	32
	%	34	44	16	6		100	22	42	26	8	2	100	34	42	20	4		100	36	64

23

TABLE 2. (Cont'd)

TEACHER ACTIVITIES AND SKILLS		How I rate myself as a teacher in this area						How I rate the quality of on-campus preparation in this area						How I rate the quality of student teaching experience in this area						I need additional training in this area	
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
21. Ability to work effectively in team-teaching situations.	No.	29	9	7	2	3	50	19	13	9	6	3	50	24	15	6	3	2	50	13	37
	%	58	18	14	4	6	100	38	26	18	12	6	100	48	30	12	6	4	100	26	74
22. Ability to work effectively with teachers whose ethnic backgrounds are similar to mine.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	30	12	3	3	2	50	25	16	4	3	2	50	28	14	3	2	3	50	7	43
	%	60	24	6	6	4	100	50	32	8	6	4	100	56	28	6	4	6	100	14	86
23. Ability to work effectively with teachers whose ethnic backgrounds are different from mine.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	21	20	7	1	1	50	18	15	13	2	2	50	20	16	11	2	1	50	12	38
	%	42	40	14	2	2	100	36	30	26	4	4	100	40	32	22	4	2	100	24	76
24. Ability to work harmoniously with administrators whose ethnic backgrounds are different from mine.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	23	21	5		1	50	16	22	9	2	1	50	23	16	10		1	50	10	40
	%	46	42	10		2	100	32	44	18	4	2	100	46	32	20		2	100	20	80

TABLE 2. (Cont'd)

TEACHER ACTIVITIES AND SKILLS		How I rate myself as a teacher in this area						How I rate the quality of on-campus preparation in this area						How I rate the quality of student teaching experience in this area						I need additional training in this area	
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
25. Ability to generate fair and accurate permanent records of student progress for all students.	No.	31	12	2	3	2	50	26	13	6	4	1	50	31	11	2	4	2	50	12	38
	%	62	24	4	6	4	100	52	26	12	8	2	100	62	22	4	8	4	100	24	76
26. Ability to read and understand new research reports and translate important findings into instructional practice.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	16	20	12	1	1	50	14	18	14	4		50	17	17	14	2		50	15	35
	%	32	40	24	2	2	100	28	36	28	8		100	34	34	28	4		100	30	70
27. Ability to rigorously evaluate the success of my own teaching practices.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	24	19	4	2	1	50	18	20	8	3	1	50	22	21	4	2	1	50	8	42
	%	48	39	8	4	2	100	36	40	16	6	2	100	44	42	8	4	2	100	16	84
28. Ability to plan and carry out classroom activities which encourage student self-direction.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	30	12	3	3	2	50	23	16	5	5	1	50	25	17	2	5	1	50	4	46
	%	60	24	6	6	4	100	46	32	10	10	2	100	50	34	4	10	2	100	8	92

TABLE 2. (Cont'd)

TEACHER ACTIVITIES AND SKILLS		How I rate myself as a teacher in this area						How I rate the quality of on-campus preparation in this area						How I rate the quality of student teaching experience in this area						I need additional training in this area	
29. Ability to deal effectively with disruptive students.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	23	20	4	3		50	18	18	8	6		50	24	17	5	3	1	50	14	36
	%	46	40	8	6		100	36	36	16	12		100	48	34	10	6	2	100	28	72
30. Ability to effectively counsel students from a variety of ethnic backgrounds regarding future educational and/or occupational goals.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	24	16	8		2	50	20	18	5	6	1	50	22	15	10	2	1	50	13	37
	%	48	32	16		4	100	40	36	10	12	2	100	44	30	20	4	2	100	26	74
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.																				
	%																				
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.																				
	%																				

TABLE 3.

FALL QUARTER (Beginning) RESPONDENTS

AGE, SEX, RACE AND SCHOOL LOCATION OF STUDENT TEACHERS RESPONDING TO FOLLOW-UP QUESTIONNAIRE, FLORIDA A & M UNIVERSITY

WHITE FEMALE

AGE		SCHOOL LOCATION	
20-24	25 AND OLDER	LOCAL (TALLAHASSEE) FLORIDA	OUT OF TOWN
	1		1

WHITE MALE

AGE		SCHOOL LOCATION	
20-24	25 AND OLDER	LOCAL (TALLAHASSEE) FLORIDA	OUT OF TOWN
1		1	

BLACK FEMALE

AGE		SCHOOL LOCATION	
20-24	25 AND OLDER	LOCAL (TALLAHASSEE) FLORIDA	OUT OF TOWN
30	7	18	19

BLACK MALE

AGE		SCHOOL LOCATION	
20-24	25 AND OLDER	LOCAL (TALLAHASSEE) FLORIDA	OUT OF TOWN
14	2	7	9

SPANISH MALE

AGE		SCHOOL LOCATION	
20-24	25 AND OLDER	LOCAL (TALLAHASSEE) FLORIDA	OUT OF TOWN

TABLE 4.

FALL QUARTER (Beginning) RESPONDENTS

AGE, SEX, RACE AND SCHOOL LOCATION OF WHITE STUDENT TEACHERS RESPONDING TO FOLLOW-UP QUESTIONNAIRE, FLORIDA A & M UNIVERSITY

A G E		S E X		SCHOOL LOCATION	
20-24	25 AND OLDER	FEMALE	MALE	LOCAL (TALLAHASSEE) FLORIDA	OUT OF TOWN
1	1	1	1	1	1

TABLE 5.

FALL QUARTER (Beginning) RESPONDENTS)

AGE, SEX, RACE AND SCHOOL LOCATION OF STUDENT TEACHERS RESPONDING TO FOLLOW-UP QUESTIONNAIRE, FLORIDA A & M UNIVERSITY

A G E		S E X		R A C E			SCHOOL LOCATION	
20-24	25 AND OLDER	FEMALE	MALE	BLACK	WHITE	SPANISH	LOCAL (TALLAHASSEE) FLORIDA	OUT OF TOWN
45	10	38	17	53	2	0	26	29

FALL QUARTER (Ending) RESPONDENTS

AGE, SEX, RACE AND SCHOOL LOCATION OF STUDENT TEACHERS RESPONDING TO FOLLOW-UP QUESTIONNAIRE, FLORIDA A & M UNIVERSITY

WHITE FEMALE

A G E		SCHOOL LOCATION	
20-24	25 AND OLDER	LOCAL (TALLAHASSEE) FLORIDA	OUT OF TOWN
	1		1

WHITE MALE

A G E		SCHOOL LOCATION	
20-24	25 AND OLDER	LOCAL (TALLAHASSEE) FLORIDA	OUT OF TOWN

BLACK FEMALE

A G E		SCHOOL LOCATION	
20-24	25 AND OLDER	LOCAL (TALLAHASSEE) FLORIDA	OUT OF TOWN
26	7	16	17

BLACK MALE

A G E		SCHOOL LOCATION	
20-24	25 AND OLDER	LOCAL (TALLAHASSEE) FLORIDA	OUT OF TOWN
14	2	8	8

SPANISH MALE

A G E		SCHOOL LOCATION	
20-24	25 AND OLDER	LOCAL (TALLAHASSEE) FLORIDA	OUT OF TOWN

TABLE 7.

FALL QUARTER (Ending) RESPONDENTS

AGE, SEX, RACE AND SCHOOL LOCATION OF WHITE STUDENT TEACHERS RESPONDING TO FOLLOW-UP QUESTIONNAIRE, FLORIDA A & M UNIVERSITY

A G E		S E X		SCHOOL LOCATION	
20-24	25 AND OLDER	FEMALE	MALE	LOCAL (TALLAHASSEE) FLORIDA	OUT OF TOWN
	1	1			1

TABLE 8.

FALL QUARTER (Ending) RESPONDENTS

AGE, SEX, RACE AND SCHOOL LOCATION OF STUDENT TEACHERS RESPONDING TO FOLLOW-UP QUESTIONNAIRE, FLORIDA A & M UNIVERSITY

A G E		S E X		R A C E			SCHOOL LOCATION	
20-24	25 AND OLDER	FEMALE	MALE	BLACK	WHITE	SPANISH	LOCAL (TALLAHASSEE) FLORIDA	OUT OF TOWN
40	10	34	16	49	1		24	26

TABLE 9.

FALL QUARTER RESPONDENTS

BACKGROUND DATA	YES	NO
1. Did you attend an integrated Secondary School?	42	12
2. In elementary school did you have any friends who belonged to an ethnic group other than your own?	21	33
3. While growing up did your family have friends who belonged to an ethnic group other than your own?	35	19

TABLE 10.

FALL QUARTER RESPONDENTS

FUTURE PLANS	YES	NO
1. I would like to participate in activities designed to increase my awareness of ethnic diversity.	47	4
2. I would like to have access to reading materials concerning ethnic diversity.	47	4
3. I would be willing to attend seminars related to ethnic diversity after I graduate.	49	2

CHAPTER IV

WINTER QUARTER FINDINGS

Table 11 shows that there was a consistency in rating both the individual and his/her on-campus preparation on most of the thirty (30) teacher activities poor or completely inadequate by a small percent of respondents. In isolating these respondents, the researcher found one (1) to be a white male, age 20-21 from the Tallahassee area. The respondent's ratings were low throughout the survey and comments indicated that the respondent would have rated any survey in a similar manner. Thirty-two (32) of the forty-two (42) respondents supplied the background data. However, 87.50% of that group attended an integrated secondary school, and 43.75% indicated that they had friends who belonged to an ethnic group other than their own while growing up. As far as future plans, there were thirty-one (31) who supplied the requested information. Of the thirty-one (31), 96.78% indicated that they would like to participate in activities designed to increase their awareness of ethnic diversity. Of the same group, 100% indicated that they would like to have access to reading materials concerning ethnic diversity, and 96.78% indicated a willingness to attend seminars related to ethnic diversity after they graduated.

The forty-two (42) student teachers in this group also responded to an Assessment of Multiethnic Attitude Survey, Table 21. The instrument consisted of thirty (30) statements to be rated with the following answer code.

Agree Strongly	(5)
Agree	(4)
Don't Know	(3)
Disagree	(2)
Disagree Strongly	(1)

It should be noted that 75% of the respondents felt that their methods courses in education have given them sufficient skills to teach pupils of all cultural backgrounds in Florida Schools. On the same group, 90% of the respondents felt confident that they could perform capably in a multicultural class in any Florida school at the level for which they were preparing. The respondents indicated that there is a high correlation between learned behavior and multicultural education. Of the forty-two (42) respondents, 74.49% agreed or strongly agreed that all multicultural differences are the products of learned behavior. The same percent felt that multicultural education can be an antidote to racism and cultural stereotypes. At the same time it is interesting to note that 10 or 23.81% of the respondents disagree that participating in multicultural settings as being indispensable to eliminating racism and sexism. Number 19 on the survey received an 88.89% positive rating. This is

an indication that these respondents realize the need for additional opportunities to develop competencies to behave effectively in diverse cultural settings. Another point of interest is that 86.75% of the respondents felt that their teacher education curricular should be more reflective of the culturally diverse nature of American society.

There could be found no sharp contrast between the ratings of the respondents at the beginning and end of the Winter Quarter. There was a bit of shifting between the first and second cells (outstanding, good). However, there was a positive shifting on most of the thirty (30) teacher activities and skills in relationship to on-campus preparation. Tables 11 and 12 will show that many of the respondents rated themselves much higher at the end of their student teaching experience on all thirty (30) teacher activities and skills than at the beginning. This would seem to indicate that they had in fact obtained much more from their on-campus preparation than they realized until it was necessary to put it to practice.

TABLE 11. WINTER QUARTER (Beginning) RESPONDENTS

TEACHER ACTIVITIES AND SKILLS		How I rate myself as a teacher in this area						How I rate the quality of on-campus preparation in this area						How I rate the quality of student teaching experience in this area						I need additional training in this area	
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
1. Ability to translate broad curriculum guidelines into classroom objectives.	No.	5	28	8		1	42	10	25	5	2		42								
	%	12	67	19		2	100	24	60	12	4		100								
2. Ability to prepare learning objectives appropriate for diverse ethnic groups.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	7	21	13	1		42	8	19	13	2		42								
	%	17	50	31	2		100	19	45	31	5		100								
3. Ability to prepare classroom tests which do not discriminate against any ethnic group.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	15	18	8		1	42	10	19	7	5	1	42								
	%	36	43	19		2	100	24	45	17	12	2	100								
4. Ability to evaluate each student's relative strengths and weaknesses across academic areas.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	7	23	9	2	1	42	10	20	7	4	1	42								
	%	17	55	21	5	2	100	24	47	17	10	2	100								

TABLE 11. (Cont'd)

TEACHER ACTIVITIES AND SKILLS		How I rate myself as a teacher in this area						How I rate the quality of on-campus preparation in this area						How I rate the quality of student teaching experience in this area						I need additional training in this area	
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
5. Ability to design instructional activities which capitalize on individual patterns of ability within classrooms.	No.	5	20	15	1	1	42	7	24	8	2	1	42								
	%	12	47	36	2	2	99	17	57	19	5	2	100								
6. Ability to design and offer remedial aid to students who do not respond optimally to classroom instruction.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	7	24	7	3	1	42	6	24	8	3	1	42								
	%	17	57	17	7	2	100	14	57	19	7	2	99								
7. Ability to offer quality instructions to students whose ethnic background is different from mine.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	7	24	10	1		42	6	25	9	2		42								
	%	17	57	24	2		100	14	60	21	5		100								
8. Ability to offer quality instructions to students whose ethnic background is similar to mine.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	17	20	4		1	42	12	24	4	1	1	42								
	%	40	47	10		2	99	29	57	10	2	2	100								

TABLE 11. (Cont'd)

TEACHER ACTIVITIES AND SKILLS		How I rate myself as a teacher in this area						How I rate the quality of on-campus preparation in this area						How I rate the quality of student teaching experience in this area						I need additional training in this area	
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
9. Ability to apply effective classroom management procedures to maintain acceptable student behavior.	No.	10	26	5		1	42	10	26	3	1	2	42								
	%	24	62	12		2	100	24	62	7	2	5	100								
10. Ability to deal effectively with behavior problems of students whose ethnic backgrounds are different from mine.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	5	25	10	2		42	5	25	9	1	2	42								
	%	12	60	24	4		100	12	60	21	2	5	100								
11. Ability to deal effectively with behavior problems of students whose ethnic backgrounds are similar to mine.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	10	23	7	2		42	10	23	5	1	1	42								
	%	24	55	17	5		99	24	55	12	7	2	100								
12. Ability to communicate easily with students whose ethnic backgrounds are different from mine.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	6	24	11	1		42	7	20	12	2	1	42								
	%	14	57	26	2		99	17	48	29	4	2	100								

TABLE 11. (Cont'd)

TEACHER ACTIVITIES AND SKILLS		How I rate myself as a teacher in this area						How I rate the quality of on-campus preparation in this area						How I rate the quality of student teaching experience in this area						I need additional training in this area	
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
13. Ability to facilitate harmonious relationships among students of different ethnic backgrounds.	No.	9	21	10	2		42	6	23	10	2	1	42								
	%	21	50	24	5		100	14	55	24	5	2	99								
14. Ability to deal effectively with students who openly and aggressively exhibit ethnic prejudices.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	7	18	14	2	1	42	9	14	14	3	2	42								
	%	17	43	33	5	2	100	21	33	33	7	5	99								
15. Ability to demonstrate mastery of the subject area(s) for which I am responsible.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	16	21	4		1	42	22	17	1		2	42								
	%	38	50	10		2	100	52	41	2		5	100								
16. Ability to communicate subject matter content to students whose ethnic backgrounds are similar to mine.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	13	25	3	1		42	17	17	4	1	1	42								
	%	31	60	7	2		100	40	40	10	7	2	99								

TABLE 11. (Cont'd)

TEACHER ACTIVITIES AND SKILLS		How I rate myself as a teacher in this area						How I rate the quality of on-campus preparation in this area						How I rate the quality of student teaching experience in this area						I need additional training in this area	
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
17. Ability to communicate subject matter content to students whose ethnic backgrounds are different from mine.	No.	10	24	7	1		42	10	21	8	3		42								
	%	24	57	17	2		100	24	50	19	7		100								
18. Ability to modify my own teaching style to the benefit of all students in my class.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	11	22	7		2	42	10	23	7		2	42								
	%	26	52	17		5	100	24	55	17		4	100								
19. Ability to communicate effectively with the parents of children whose ethnic backgrounds are similar to mine.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	13	19	10			42	11	19	10	1	1	42								
	%	31	45	24			100	26	45	24	2	2	99								
20. Ability to communicate effectively with the parents of children whose ethnic backgrounds are different from mine.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	8	20	13	1		42	7	19	13	3		42								
	%	19	48	31	2		100	17	45	31	7		100								

TABLE 11 . (Cont'd)

TEACHER ACTIVITIES AND SKILLS		How I rate myself as a teacher in this area						How I rate the quality of on-campus preparation in this area						How I rate the quality of student teaching experience in this area						I need additional training in this area	
21. Ability to work effectively in team-teaching situations.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	14	21	6		1	42	15	19	6	1	1	42								
	%	33	50	14		2	99	36	45	14	2	2	99								
22. Ability to work effectively with teachers whose ethnic backgrounds are similar to mine.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	17	20	4	1		42	13	22	4	2	1	42								
	%	40	48	10	2		100	31	52	10	5	2	100								
23. Ability to work effectively with teachers whose ethnic backgrounds are different from mine.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	10	24	6	2		42	10	23	8	1		42								
	%	24	57	14	5		100	24	55	19	2		100								
24. Ability to work harmoniously with administrators whose ethnic backgrounds are different from mine.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	8	24	8	2		42	8	24	9	1		42								
	%	19	57	19	5		100	19	57	21	2		99								

TABLE 11. (Cont'd)

TEACHER ACTIVITIES AND SKILLS		How I rate myself as a teacher in this area						How I rate the quality of on-campus preparation in this area						How I rate the quality of student teaching experience in this area						I need additional training in this area	
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
25. Ability to generate fair and accurate permanent records of student progress for all students.	No.	17	20	3	2		42	16	20	4	2		42								
	%	40	48	7	5		100	38	48	9	5		100								
26. Ability to read and understand new research reports and translate important findings into instructional practice.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	8	24	9	1		42	10	12	2	2		42								
	%	19	57	21	2		99	24	28	5	5		100								
27. Ability to rigorously evaluate the success of my own teaching practices.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	11	24	6		1	42	14	23	4		1	42								
	%	26	57	14		2	99	33	55	10		2	100								
28. Ability to plan and carry out classroom activities which encourage student self-direction.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	15	21	4	1	1	42	15	21	4	1	1	42								
	%	36	50	10	2	2	100	36	50	10	2	2	100								

TABLE 11. (Cont'd)

TEACHER ACTIVITIES AND SKILLS		How I rate myself as a teacher in this area						How I rate the quality of on-campus preparation in this area						How I rate the quality of student teaching experience in this area						I need additional training in this area	
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
29 Ability to deal effectively with disruptive students.	No.	8	20	10	3	1	42	13	18	7	2	2	42								
	%	19	47	24	7	2	99	31	43	16	5	5	100								
30. Ability to effectively counsel students from a variety of ethnic backgrounds regarding future educational and/or occupational goals.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	7	27	5	2	1	42	7	21	8	5	1	42								
	%	16	64	12	5	2	99	16	50	19	12	2	99								
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.																				
	%																				
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.																				
	%																				

TABLE 12. WINTER QUARTER (Ending). RESPONDENTS

TEACHER ACTIVITIES AND SKILLS		How I rate mysolf as a teacher in this area						How I rate the quality of on-campus prepa-ration in this area						How I rate the quality of student teaching experience in this area						I need addi-tional training in this area	
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
1. Ability to translate broad curriculum guidelines into classroom objectives.	No.	12	19	3	3	1	38	10	19	6	1	2	38	12	18	4	4		38	8	30
	%	32	50	8	8	2	100	26	50	16	3	5	100	31	47	11	11		100	21	79
2. Ability to prepare learning objectives appropriate for diverse ethnic groups.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	11	20	5		2	38	8	20	6	3	1	38	8	24	3	1	2	38	10	28
	%	29	53	13		5	100	21	53	15	8	3	100	21	63	8	3	5	100	26	74
3. Ability to prepare classroom tests which do not discriminate against any ethnic group.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	19	16	1	1	1	38	15	16	4	3		38	17	17	2	2		38	8	30
	%	50	42	3	3	3	100	39	42	11	8		100	45	45	5	5		100	21	79
4. Ability to evaluate each student's relative strengths and weaknesses across academic areas.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	16	14	5	2	1	38	12	20	3	1	2	38	15	19	2	1	1	38	10	28
	%	42	37	13	5	3	100	31	53	8	3	5	100	39	50	5	3	3	100	26	74

TABLE 12. (Cont'd)

TEACHER ACTIVITIES AND SKILLS		How I rate myself as a teacher in this area						How I rate the quality of on-campus preparation in this area						How I rate the quality of student teaching experience in this area						I need additional training in this area	
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
5. Ability to design instructional activities which capitalize on individual patterns of ability within classrooms.	No.	13	19	3	1	2	38	12	20	3	1	2	38	10	23	4	1		38	11	27
	%	34	50	8	3	5	100	32	52	8	3	5	100	26	60	11	3		100	29	71
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
6. Ability to design and offer remedial aid to students who do not respond optimally to classroom instruction.	No.	15	16	5	2		38	13	15	7	2	1	38	15	16	5	2		38	10	28
	%	39	42	13	5		100	34	39	18	5	3	100	39	42	13	5		100	26	74
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
7. Ability to offer quality instructions to students whose ethnic background is different from mine.	No.	11	21	5	1		38	8	20	9	1		38	10	25	2	1		38	14	24
	%	29	55	13	3		100	21	52	24	3		100	26	66	5	3		100	37	63
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
8. Ability to offer quality instructions to students whose ethnic background is similar to mine.	No.	17	17	2	2		38	11	20	5	2		38	16	18	3	1		38	5	33
	%	45	45	5	5		100	29	52	13	5		100	42	47	8	3		100	13	87

TABLE 12. (Cont'd)

TEACHER ACTIVITIES AND SKILLS		How I rate myself as a teacher in this area						How I rate the quality of on-campus preparation in this area						How I rate the quality of student teaching experience in this area						I need additional training in this area	
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
9. Ability to apply effective classroom management procedures to maintain acceptable student behavior.	No.	10	22	5		1	38	10	20	6		2	38	14	20	1	2	1	38	10	28
	%	26	58	13		3	100	26	52	16		5	100	36	52	3	5	3	100	26	74
10. Ability to deal effectively with behavior problems of students whose ethnic backgrounds are different from mine.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	11	20	5	1	1	38	9	22	3	2	2	38	13	20	3	2		38	11	27
	%	29	52	13	3	3	100	24	58	8	5	5	100	34	52	7	5		100	28	72
11. Ability to deal effectively with behavior problems of students whose ethnic backgrounds are similar to mine.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	13	23	1		1	38	14	21	2		1	38	15	19	2	1	1	38	5	33
	%	34	60	3		3	100	36	55	5		3	100	39	50	5	3	3	100	13	87
12. Ability to communicate easily with students whose ethnic backgrounds are different from mine.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	13	18	5	1	1	38	15	16	5	1	1	38	13	18	4	2	1	38	10	28
	%	34	47	13	3	3	100	39	42	13	3	3	100	34	47	11	5	3	100	26	74

TABLE 12. (Cont'd)

TEACHER ACTIVITIES AND SKILLS		How I rate myself as a teacher in this area						How I rate the quality of on-campus preparation in this area						How I rate the quality of student teaching experience in this area						I need additional training in this area	
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
13. Ability to facilitate harmonious relationships among students of different ethnic backgrounds.	No.	13	17	6	2		38	8	22	7	1		38	7	21	7	3		38	14	24
	%	34	45	16	5		100	21	58	18	3		100	18	55	18	8		99	36	64
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
14. Ability to deal effectively with students who openly and aggressively exhibit ethnic prejudices.	No.	10	20	6	1	1	38	7	20	6	4	1	38	9	21	7	1		38	16	22
	%	26	52	16	3	3	100	18	52	15	11	3	100	24	55	18	3		100	42	58
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
15. Ability to demonstrate mastery of the subject area(s) for which I am responsible.	No.	20	15	3		1	38	17	15	4	1	1	38	20	15	1		2	38	9	29
	%	52	39	7		2	100	44	39	11	3	3	100	52	39	3		5	100	24	76
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
16. Ability to communicate subject matter content to students whose ethnic backgrounds are similar to mine.	No.	15	20	2		1	38	15	19	1	2	1	38	19	15	2	1	1	38	9	29
	%	39	52	5		3	99	39	50	3	5	3	100	50	39	5	3	3	100	24	76

TABLE 12. (Cont'd)

TEACHER ACTIVITIES AND SKILLS		How I rate myself as a teacher in this area						How I rate the quality of on-campus preparation in this area						How I rate the quality of student teaching experience in this area						I need additional training in this area	
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
17. Ability to communicate subject matter content to students whose ethnic backgrounds are different from mine.	No.	14	20	3	1		38	10	21	4	3		38	13	18	4	2	1	38	13	25
	%	36	52	8	3		99	26	55	11	8		100	34	47	11	5	3	100	34	66
18. Ability to modify my own teaching style to the benefit of all students in my class.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	15	19	3	1		38	14	18	5		1	38	15	15	7	1		38	5	33
	%	39	50	8	3		100	36	47	13		3	99	39	39	18	3		100	13	87
19. Ability to communicate effectively with the parents of children whose ethnic backgrounds are similar to mine.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	12	22	3		1	38	12	18	5	2	1	38	12	21	3	2		38	9	29
	%	32	57	8		3	100	32	47	13	5	3	100	32	55	8	5		100	24	76
20. Ability to communicate effectively with the parents of children whose ethnic backgrounds are different from mine.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	8	16	11	3		38	7	15	9	5	2	38	9	15	11	3		38	14	24
	%	21	42	29	8		100	18	39	24	13	5	99	24	39	29	8		100	36	64

TABLE 12. (Cont'd)

TEACHER ACTIVITIES AND SKILLS		How I rate myself as a teacher in this area						How I rate the quality of on-campus preparation in this area						How I rate the quality of student teaching experience in this area						I need additional training in this area	
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
21. Ability to work effectively in team-teaching situations.	No.	18	18	2			38	12	20	4	1	1	38	15	18	5			38	10	28
	%	47	47	5			99	31	52	11	3	3	100	39	47	13			99	26	74
22. Ability to work effectively with teachers whose ethnic backgrounds are similar to mine.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	18	17	2		1	38	16	17	3	1	1	38	16	18	3		1	38	7	31
	%	47	44	5		3	99	42	44	8	3	3	100	42	47	8		3	100	18	81
23. Ability to work effectively with teachers whose ethnic backgrounds are different from mine.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	16	13	7	1	1	38	13	13	7	5		38	13	18	3	3	1	38	11	27
	%	42	34	18	3	3	100	34	34	18	13		100	34	47	8	8	3	100	29	70
24. Ability to work harmoniously with administrators whose ethnic backgrounds are different from mine.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	15	17	3	3		38	10	18	5	5		38	11	20	4	3		38	10	28
	%	39	44	8	8		100	26	47	13	13		99	29	52	11	8		100	26	74

TABLE 12. (Cont'd)

TEACHER ACTIVITIES AND SKILLS		How I rate myself as a teacher in this area						How I rate the quality of on-campus preparation in this area						How I rate the quality of student teaching experience in this area						I need additional training in this area	
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
25. Ability to generate fair and accurate permanent records of student progress for all students.	No.	16	18	3	1		38	15	16	4	3		38	12	20	3	2	1	38	12	26
	%	42	47	8	3		100	39	42	11	8		100	32	52	8	5	3	100	32	68
26. Ability to read and understand new research reports and translate important findings into instructional practice.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	11	23	2	2		38	10	21	6	1		38	12	21	5			38	13	25
	%	29	61	5	5		100	26	55	16	3		100	32	55	13			100	34	66
27. Ability to rigorously evaluate the success of my own teaching practices.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	16	20	1		1	38	13	20	3	1	1	38	18	17	2	1		38	7	31
	%	42	52	3		3	100	34	52	8	3	3	100	47	44	5	3		100	18	82
28. Ability to plan and carry out classroom activities which encourage student self-direction.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	22	13	1		2	38	15	18	3	1	1	38	18	15	4		1	38	6	32
	%	57	34	3		5	99	39	47	8	3	3	100	47	39	11		3	100	15	84

TABLE 12. (Cont'd)

TEACHER ACTIVITIES AND SKILLS		How I rate myself as a teacher in this area						How I rate the quality of on-campus preparation in this area						How I rate the quality of student teaching experience in this area						I need additional training in this area	
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
29. Ability to deal effectively with disruptive students.	No.	13	16	8	1		38	9	16	10	2	1	38	15	17	6			38	13	25
	%	34	42	21	3		100	24	42	26	5	3	100	39	44	16			100	34	66
30. Ability to effectively counsel students from a variety of ethnic backgrounds regarding future educational and/or occupational goals.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	13	18	5	1	1	38	7	15	10	4	2	38	14	12	10	1	1	38	18	20
	%	34	47	13	3	3	100	18	39	26	11	5	99	36	32	26	3	3	100	47	53
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.																				
	%																				
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.																				
	%																				

Table 13

WINTER QUARTER (Beginning) RESPONDENTS

AGE, SEX, RACE AND SCHOOL LOCATION OF STUDENT TEACHERS RESPONDING TO FOLLOW-UP QUESTIONNAIRE, FLORIDA A & M UNIVERSITY

WHITE FEMALE

A G E		SCHOOL LOCATION	
20-24	25 AND OLDER	LOCAL (TALLAHASSEE) FLORIDA	OUT OF TOWN
0	0		

WHITE MALE

A G E		SCHOOL LOCATION	
20-24	25 AND OLDER	LOCAL (TALLAHASSEE) FLORIDA	OUT OF TOWN
1	2	3	

BLACK FEMALE

A G E		SCHOOL LOCATION	
20-24	25 AND OLDER	LOCAL (TALLAHASSEE) FLORIDA	OUT OF TOWN
22	2	6	18

BLACK MALE

A G E		SCHOOL LOCATION	
20-24	25 AND OLDER	LOCAL (TALLAHASSEE) FLORIDA	OUT OF TOWN
13	2	7	8

SPANISH MALE

A G E		SCHOOL LOCATION	
20-24	25 AND OLDER	LOCAL (TALLAHASSEE) FLORIDA	OUT OF TOWN

TABLE 14.

WINTER QUARTER (Beginning) RESPONDENTS

AGE, SEX, RACE AND SCHOOL LOCATION OF STUDENT TEACHERS RESPONDING TO FOLLOW-UP QUESTIONNAIRE, FLORIDA A & M UNIVERSITY

A G E		S E X		R A C E			SCHOOL LOCATION	
20-24	25 AND OLDER	FEMALE	MALE	BLACK	WHITE	SPANISH	LOCAL (TALLAHASSEE) FLORIDA	OUT OF TOWN
36	6	24	18	39	3		16	26

TABLE 15.

WINTER QUARTER (Beginning) RESPONDENTS

AGE, SEX, RACE AND SCHOOL LOCATION OF WHITE STUDENT TEACHERS RESPONDING TO FOLLOW-UP QUESTIONNAIRE, FLORIDA A & M UNIVERSITY

A G E		S E X		SCHOOL LOCATION	
20-24	25 AND OLDER	FEMALE	MALE	LOCAL (TALLAHASSEE) FLORIDA	OUT OF TOWN
1	2		3	3	

WINTER QUARTER (Ending) RESPONDENTS

AGE, SEX, RACE AND SCHOOL LOCATION OF STUDENT TEACHERS RESPONDING TO FOLLOW-UP QUESTIONNAIRE, FLORIDA A & M UNIVERSITY

ITE FEMALE

A G E		SCHOOL LOCATION	
0-24	25 AND OLDER	LOCAL (TALLAHASSEE) FLORIDA	OUT OF TOWN
1		1	

WHITE MALE

A G E		SCHOOL LOCATION	
20-24	25 AND OLDER	LOCAL (TALLAHASSEE) FLORIDA	OUT OF TOWN
1		1	

ACK FEMALE

A G E		SCHOOL LOCATION	
0-24	25 AND OLDER	LOCAL (TALLAHASSEE) FLORIDA	OUT OF TOWN
21	1	7	15

BLACK MALE

A G E		SCHOOL LOCATION	
20-24	25 AND OLDER	LOCAL (TALLAHASSEE) FLORIDA	OUT OF TOWN
9	4	5	8

SPANISH MALE

A G E		SCHOOL LOCATION	
20-24	25 AND OLDER	LOCAL (TALLAHASSEE) FLORIDA	OUT OF TOWN

TABLE 17.

WINTER QUARTER (Ending) RESPONDENTS

AGE, SEX, RACE AND SCHOOL LOCATION OF WHITE STUDENT TEACHERS RESPONDING TO FOLLOW-UP QUESTIONNAIRE, FLORIDA A & M UNIVERSITY

A G E		S E X		SCHOOL LOCATION	
20-24	25 AND OLDER	FEMALE	MALE	LOCAL (TALLAHASSEE) FLORIDA	OUT OF TOWN
2		1	1	2	

TABLE 18.

WINTER QUARTER (Ending) RESPONDENTS

AGE, SEX, RACE AND SCHOOL LOCATION OF STUDENT TEACHERS RESPONDING TO FOLLOW-UP QUESTIONNAIRE, FLORIDA A & M UNIVERSITY

A G E		S E X		R A C E			SCHOOL LOCATION	
20-24	25 AND OLDER	FEMALE	MALE	BLACK	WHITE	SPANISH	LOCAL (TALLAHASSEE) FLORIDA	OUT OF TOWN
32	5	23	14	35	2		14	23

TABLE 19.
WINTER QUARTER RESPONDENTS

BACKGROUND DATA	YES	NO
1. Did you attend an integrated Secondary School?	28	4
2. In elementary school did you have any friends who belonged to an ethnic group other than your own?	11	21
3. While growing up did your family have friends who belonged to an ethnic group other than your own?	14	18

TABLE 20.

WINTER QUARTER RESPONDENTS

FUTURE PLANS	YES	NO
1. I would like to participate in activities designed to increase my awareness of ethnic diversity.	30	1
2. I would like to have access to reading materials concerning ethnic diversity.	31	
3. I would be willing to attend seminars related to ethnic diversity after I graduate.	30	1

TABLE 21.

ASSESSMENT OF MULTIETHNIC ATTITUDE
WINTER QUARTER RESPONDENTS

ANSWER CODE:

Agree Strongly (5) Agree (4) Don't Know (3) Disagree (2) Disagree Strongly (1)

1. I would like to serve a stint in the Peace Corps.		5	4	3	2	1	T
	No.		3	21	9	9	42
	%		7	50	21	21	99
2. I feel confident that I can perform capably in a multicultural class in any Florida school at the level for which I am preparing.		5	4	3	2	1	T
	No.	17	21	4			42
	%	40	50	9			99
3. I feel I can speak English effectively with any pupil regardless of his or her ethnic or class background		5	4	3	2	1	T
	No.	17	19	3	1	2	42
	%	40	45	7	2	4	98
4. I would like to serve in VISTA (Volunteers in Service to America).		5	4	3	2	1	T
	No.		5	17	14	6	42
	%		11	40	33	14	98
5. I feel I am entirely free of bias against any pupils I may teach without respect to their ethnic or class background.		5	4	3	2	1	T
	No.	16	20	4	1	1	42
	%	38	47	9	2	2	98
6. I feel Florida A&M University should present a greater diversity of cultural activities than it has during my student days thus far.		5	4	3	2	1	T
	No.	10	20	4	6	2	42
	%	23	47	9	14	4	97
7. I feel my methods courses in education have given me sufficient skills to reach pupils of all cultural backgrounds in Florida schools.		5	4	3	2	1	T
	No.	12	20	2	6	2	97
	%	28	47	4	14	4	97
8. I do not feel my textbooks in history and the social sciences treat topics concerning minorities and women accurately and objectively.		5	4	3	2	1	T
	No.	7	19	5	10	1	42
	%	16	45	11	23	2	97

TABLE 21. (Cont'd)

ANSWER CODE:

Agree Strongly (5) Agree (4) Don't Know (3) Disagree (2) Disagree Strongly (1)

9. I believe that all multicultural differences are the products of learned behavior.		5	4	3	2	1	T
	No.	8	23	7	4		42
	%	19	54	16	9		98
10. For my internship I would prefer to have the experience in a school of different ethnic and cultural background than my own.		5	4	3	2	1	T
	No.	5	17	7	13		42
	%	11	40	16	30		97
11. Because of Florida's growing Spanish speaking population, I believe competency in spoken Spanish should be a requirement for certification.		5	4	3	2	1	T
	No.	1	11	12	15	3	42
	%	2	26	28	35	7	98
12. If assigned to teach Spanish speaking pupils, I feel I can perform competently.		5	4	3	2	1	T
	No.		7	12	12	11	42
	%		16	28	28	26	98
13. I feel the ethnic and cultural mix of students at FAMU is insufficient to provide me with a well rounded array of multi-cultural experiences.		5	4	3	2	1	T
	No.	3	16	4	15	4	42
	%	7	38	9	35	9	98
14. I feel I can explain my educational approach effectively to the parents of pupils of any ethnic or cultural background I may have in my classes.		5	4	3	2	1	T
	No.	11	22	8	1		42
	%	26	52	19	2		99
15. Frequently, I prefer to seek out for professional and social experiences fellow students of ethnic and class background different from my own.		5	4	3	2	1	T
	No.	2	20	6	13	1	42
	%	4	47	14	30	2	97
16. I often enjoy watching TV programs and reading novels, magazines and newspapers dealing with the experiences of people of diverse cultural backgrounds.		5	4	3	2	1	T
	No.	7	27	2	6		42
	%	16	64	4	14		98

TABLE 21. (Cont'd)

ANSWER CODE:

Agree Strongly (5) Agree (4) Don't Know (3) Disagree (2) Disagree Strongly (1)

17. With respect to the mission of the public schools, I believe that the notion of the melting pot is outmoded.		5	4	3	2	1	T
	No.	3	7	19	11	2	42
	%	7	16	45	26	4	98
18. I believe that multicultural education can be an antidote to racism and cultural stereotypes.		5	4	3	2	1	T
	No.	10	21	9	2		42
	%	23	50	21	4		98
19. I feel my education should provide more opportunities in developing competencies to behave effectively in diverse cultural settings.		5	4	3	2	1	T
	No.	8	29	3	2		42
	%	19	69	7	4		99
20. I regard participating in multicultural settings as indispensable to eliminating racism and sexism.		5	4	3	2	1	T
	No.	5	17	6	10	4	42
	%	11	40	14	23	9	97
21. I feel my professional competency would be enhanced by my having actual or simulated experiences in multicultural environments.		5	4	3	2	1	T
	No.	7	27	4	4		42
	%	16	64	9	9		98
22. I regard the development of skills in values clarification as basic to making informed responses to conflicting multicultural situations.		5	4	3	2	1	T
	No.	4	25	12	1		42
	%	9	59	28	2		98
23. I believe my teacher education curricula should be more reflective of the culturally diverse nature of American society.		5	4	3	2	1	T
	No.	8	28	1	5		42
	%	19	66	2	11		98
24. As a teacher in a multicultural community I expect to become integrated in the community beyond the requirements of my primary teaching assignment.		5	4	3	2	1	T
	No.	7	21	11	3		42
	%	16	50	26	7		99

TABLE 21. (Cont'd)

ANSWER CODE:

Agree Strongly (5) Agree (4) Don't Know (3) Disagree (2) Disagree Strongly (1)

25. I want to experience the joys of working with young people of the Third World even at the cost of foregoing the material conveniences of living in the United States.		5	4	3	2	1	T
	No.	7	17	10	7	1	42
	%	16	40	23	16	2	97
26. I believe that the study of literature in public schools should reflect our cultural heritage.		5	4	3	2	1	T
	No.	7	30	3	2		42
	%	16	71	7	4		98
27. I believe that the study of literature should reflect the diversity and pluralism of the larger society.		5	4	3	2	1	T
	No.	5	27	6	3	1	42
	%	11	64	14	7	2	98
28. I favor intellectual and cultural cross bussing to promote the process of desegregation and integration of ethnic groups and social classes in the public schools.		5	4	3	2	1	T
	No.	4	20	12	4	2	42
	%	9	47	28	9	4	97
29. I believe in enhancing cultural pluralism in the public schools even at the cost of some lessening of intellectual growth and freedom of speech.		5	4	3	2	1	T
	No.	1	15	14	8	4	42
	%	2	35	33	19	9	98
30. I believe that the schools should provide special assistance to black children with language problems.		5	4	3	2	1	T
	No.	21	17	1	3		42
	%	50	40	2	7		99

CHAPTER V

SPRING QUARTER FINDINGS

A careful study of the data for the Spring Quarter will show that there were six (6) activities out of the thirty (30) in which less than 25% of the respondents indicated a need for additional training. These six (6) were Teacher Activities and Skills numbers: 8) Ability to offer quality instruction to students whose ethnic background is similar to mine, 21%; 11) Ability to deal effectively with behavior problems of students whose ethnic backgrounds are similar to mine, 20%; 15) Ability to demonstrate mastery of the subject area(s) for which I am responsible, 21%; 16) Ability to communicate subject matter content to students whose ethnic backgrounds are similar to mine, 16%; 22) Ability to work effectively with teachers whose ethnic backgrounds are similar to mine, 16%; 27) Ability to rigorously evaluate the success of my own teaching practice, 21%. It was especially interesting to note that none of the six (6) were directly related to ethnic differences.

Seventy-eight (78) of the eighty-four (84) respondents rated the Assessment of Multiethnic Attitude Survey. Table 30 will show that 98% of the respondents felt confident that they could perform capably in a multicultural class in any Florida school at the level for which they were preparing. At the same time, 76% of the respondents felt that their methods courses in education have given them sufficient skills to teach pupils of all cultural backgrounds in Florida schools. Eighty-one percent (81%) of the respondents indicated that their education should have provided more opportunities in developing competencies to behave effectively in diverse cultural settings. As with the Winter Quarter respondents, this group felt that all multicultural differences are the products of learned behavior. Yet, only 53% regarded participating in multicultural settings as indispensable to eliminating racism and sexism.

In comparing the data from the beginning of the quarter with that at the end of the quarter (Tables 22, 23), it will be noted that the respondents rated themselves and their on-campus preparation much higher at the end of their student teaching experience than at the beginning. It will also be noted that those respondents stating that they needed additional training in specific areas decreased sharply at the end of the student teaching experience.

TABLE 22. SPRING QUARTER (Beginning) RESPONDENTS

TEACHER ACTIVITIES AND SKILLS		How I rate myself as a teacher in this area						How I rate the quality of on-campus preparation in this area						How I rate the quality of student teaching experience in this area						I need additional training in this area	
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
1. Ability to translate broad curriculum guidelines into classroom objectives.	No.	20	42	20	1	1	84	24	31	26	3		84							27	57
	%	24	50	24	1	1	100	29	37	31	3		100							32	68
2. Ability to prepare learning objectives appropriate for diverse ethnic groups.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	25	36	17	3	3	84	13	45	15	8	3	84							32	52
	%	30	43	20	3	3	99	16	54	18	9	3	100							38	62
3. Ability to prepare classroom tests which do not discriminate against any ethnic group.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	33	35	13	1	2	84	24	39	13	7	1	84							28	56
	%	39	42	16	1	2	100	29	46	16	8	1	100							33	67
4. Ability to evaluate each student's relative strengths and weaknesses across academic areas.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	25	46	11	1	1	84	18	44	18	2	2	84							31	51
	%	30	55	13	1	1	100	21	52	21	2	2	98							37	63

TABLE 22. (Cont'd)

TEACHER ACTIVITIES AND SKILLS		How I rate myself as a teacher in this area						How I rate the quality of on-campus preparation in this area						How I rate the quality of student teaching experience in this area						I need additional training in this area	
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
5. Ability to design instructional activities which capitalize on individual patterns of ability within classroom.	No.	18	48	16	2		84	22	45	14	1	2	84							26	58
	%	21	57	19	2		99	26	54	17	1	2	100							31	69
6. Ability to design and offer remedial aid to students who do not respond optimally to classroom instruction.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	25	46	8	5		84	22	43	15	3	1	84							34	50
	%	30	55	10	5		100	26	51	18	4	1	100							40	60
7. Ability to offer quality instructions to students whose ethnic background is different from mine.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	18	46	14	5	1	84	18	38	17	10	1	84							26	58
	%	21	55	17	5	1	99	21	45	20	12	1	99							31	69
8. Ability to offer quality instructions to students whose ethnic background is similar to mine.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	43	35	3	1	2	84	28	45	9	1	1	84							18	66
	%	51	42	4	1	2	100	33	54	11	1	1	100							21	79

TABLE 22 . (Cont'd)

TEACHER ACTIVITIES AND SKILLS		How I rate myself as a teacher in this area						How I rate the quality of on-campus preparation in this area						How I rate the quality of student teaching experience in this area						I need additional training in this area	
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
9. Ability to apply effective classroom management procedures to maintain acceptable student behavior.	No.	28	43	11		2	84	33	37	11	2	1	84							28	56
	%	33	51	13		2	99	39	44	13	2	1	99							33	67
10. Ability to deal effectively with behavior problems of students whose ethnic backgrounds are different from mine.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	23	44	12	4	1	84	18	35	20	9	2	84							31	53
	%	27	52	14	5	1	99	21	41	24	11	2	99							37	63
11. Ability to deal effectively with behavior problems of students whose ethnic backgrounds are similar to mine.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	33	40	8	1	2	84	27	38	14	4	1	84							17	67
	%	39	48	10	1	2	100	32	45	17	4	1	100							20	80
12. Ability to communicate easily with students whose ethnic backgrounds are different from mine.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	20	18	10	4	2	84	13	40	23	6	2	84							27	57
	%	24	57	12	4	2	100	16	47	27	7	2	100							32	68

TABLE 22. (Cont'd)

TEACHER ACTIVITIES AND SKILLS		How I rate myself as a teacher in this area						How I rate the quality of on-campus preparation in this area						How I rate the quality of student teaching experience in this area						I need additional training in this area	
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
13. Ability to facilitate harmonious relationships among students of different ethnic backgrounds.	No.	20	47	15	1	1	84	17	40	23	3	1	84							23	61
	%	24	56	18	1	1	100	20	48	27	4	1	100							27	73
14. Ability to deal effectively with students who openly and aggressively exhibit ethnic prejudices.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	18	38	19	8	1	84	8	33	31	10	2	84							33	51
	%	21	45	23	10	1	100	10	39	37	12	2	100							39	61
15. Ability to demonstrate mastery of the subject area(s) for which I am responsible.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	36	43	3	1	1	84	39	37	6	1	1	84							18	66
	%	43	51	4	1	1	100	46	44	7	1	1	100							21	79
16. Ability to communicate subject matter content to students whose ethnic backgrounds are similar to mine.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	41	37	4		2	84	37	36	9	1	1	84							14	70
	%	49	44	4		2	99	44	43	11	1	1	100							17	83

TABLE 22. (Cont'd)

TEACHER ACTIVITIES AND SKILLS		How I rate myself as a teacher in this area						How I rate the quality of on-campus preparation in this area						How I rate the quality of student teaching experience in this area						I need additional training in this area	
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
17. Ability to communicate subject matter content to students whose ethnic backgrounds are different from mine.	No.	23	40	17	1	3	84	22	37	16	7	2	84							22	62
	%	27	48	20	1	4	100	26	44	19	8	2	99							26	74
18. Ability to modify my own teaching style to the benefit of all students in my class.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	38	35	9		2	84	27	37	17	2	1	84							23	61
	%	45	42	11		2	100	32	44	20	2	1	99							27	73
19. Ability to communicate effectively with the parents of children whose ethnic backgrounds are similar to mine.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	38	37	7	1	1	84	24	38	16	4	2	84							24	60
	%	45	44	8	1	1	99	29	45	19	4	2	99							29	71
20. Ability to communicate effectively with the parents of children whose ethnic backgrounds are different from mine.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	19	34	26	4	1	84	16	30	22	16		84							38	46
	%	22	40	31	5	1	99	19	35	26	19		99							45	55

TABLE 22 . (Cont'd)

TEACHER ACTIVITIES AND SKILLS		How I rate myself as a teacher in this area						How I rate the quality of on-campus preparation in this area						How I rate the quality of student teaching experience in this area						I need additional training in this area	
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
21. Ability to work effectively in team-teaching situations.	No.	26	40	15	1	2	84	22	35	15	12	2	84							29	55
	%	31	47	18	1	2	99	26	39	18	14	2	99							35	65
22. Ability to work effectively with teachers whose ethnic backgrounds are similar to mine.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	38	37	7		2	84	25	39	16	2	2	84							14	70
	%	45	44	8		2	99	30	46	19	2	2	99							17	83
23. Ability to work effectively with teachers whose ethnic backgrounds are different from mine.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	24	42	16		2	84	22	33	20	7	2	84							26	58
	%	28	50	19		2	99	26	39	24	8	2	99							31	69
24. Ability to work harmoniously with administrators whose ethnic backgrounds are different from mine.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	24	38	20	1	1	84	21	31	24	6	2	84							23	61
	%	29	45	24	1	1	100	25	37	29	7	2	100							27	73

TABLE 22. (Cont'd)

TEACHER ACTIVITIES AND SKILLS		How I rate myself as a teacher in this area						How I rate the quality of on-campus preparation in this area						How I rate the quality of student teaching experience in this area						I need additional training in this area	
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
25. Ability to generate fair and accurate permanent records of student progress for all students.	No.	32	41	8	2	1	84	32	30	16	6		84							23	61
	%	38	49	10	2	1	100	38	36	19	7		100							27	73
26. Ability to read and understand new research reports and translate important findings into instructional practice.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	26	32	23	2	1	84	20	34	21	6	3	84							38	46
	%	31	38	27	2	1	99	24	40	25	7	3	99							45	55
27. Ability to rigorously evaluate the success of my own teaching practices.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	28	41	13	1	1	84	24	36	22		2	84							18	66
	%	33	49	15	1	1	99	29	43	26		2	100							21	79
28. Ability to plan and carry out classroom activities which encourage student self-direction.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	33	32	16	2	1	84	26	37	17	3	1	84							25	59
	%	39	38	19	2	1	99	31	44	20	4	1	100							30	70

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TABLE 22 . (Cont'd)

TEACHER ACTIVITIES AND SKILLS		How I rate myself as a teacher in this area						How I rate the quality of on-campus preparation in this area						How I rate the quality of student teaching experience in this area						I need additional training in this area	
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
29. Ability to deal effectively with disruptive students.	No.	24	45	9	4	2	84	17	39	22	5	1	84							37	47
	%	29	54	11	4	2	100	20	46	26	6	1	99							44	56
30. Ability to effectively counsel students from a variety of ethnic backgrounds regarding future educational and/or occupational goals.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	26	41	14	2	1	84	18	37	18	10	1	84							36	48
	%	31	49	17	2	1	100	21	44	21	12	1	99							43	57
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.																				
	%																				
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.																				
	%																				

TABLE 23 . SPRING QUARTER (Ending) RESPONDENTS

TEACHER ACTIVITIES AND SKILLS		How I rate myself as a teacher in this area						How I rate the quality of on-campus preparation in this area						How I rate the quality of student teaching experience in this area						I need additional training in this area	
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
1. Ability to translate broad curriculum guidelines into classroom objectives.	No.	28	41	9	1	1	80	20	50	9		1	80	29	40	8	2	1	80	9	71
	%	35	51	11	1	1	99	25	63	11		1	100	36	50	10	3	1	100	11	89
2. Ability to prepare learning objectives appropriate for diverse ethnic groups.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	30	90	8	1	1	80	20	47	9	3	1	80	25	40	11	4		80	20	60
	%	38	50	10	1	1	100	25	59	11	4	1	100	31	50	14	5		100	25	75
3. Ability to prepare classroom tests which do not discriminate against any ethnic group.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	45	23	9	1	2	80	29	40	9	1	1	80	35	33	9		3	80	15	65
	%	56	29	11	1	3	100	37	50	11	1	1	100	44	41	11		4	100	19	81
4. Ability to evaluate each student's relative strengths and weaknesses across academic areas.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	42	31	5	1	1	80	30	40	8	1	1	80	34	33	9	3	1	80	20	60
	%	53	39	6	1	1	100	38	50	10	1	1	100	43	41	11	4	1	100	25	75

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TABLE 23. (Cont'd)

TEACHER ACTIVITIES AND SKILLS		How I rate myself as a teacher in this area						How I rate the quality of on-campus preparation in this area						How I rate the quality of student teaching experience in this area						I need additional training in this area	
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
5. Ability to design instructional activities which capitalize on individual patterns of ability within classrooms.	No.	34	31	13	1	1	80	28	40	9	1	2	80	31	33	14	1	1	80	20	60
	%	43	39	16	1	1	100	35	50	11	1	3	100	39	41	18	1	1	100	25	75
6. Ability to design and offer remedial aid to students who do not respond optimally to classroom instruction.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	30	37	9	3	1	80	31	35	9	4	1	80	33	36	7	3	1	80	25	55
	%	38	46	11	4	1	100	39	44	11	5	1	100	41	45	9	4	1	100	32	69
7. Ability to offer quality instructions to students whose ethnic background is different from mine.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	30	41	8	1		80	30	35	9	5	1	80	33	36	7	4		80	20	60
	%	38	51	10	1		100	38	44	11	6	1	100	41	45	9	5		100	25	75
8. Ability to offer quality instructions to students whose ethnic background is similar to mine.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	50	25	5			80	41	31	7		1	80	50	24	5		1	80	15	65
	%	63	31	6			100	51	39	9		1	100	63	30	6		1	100	19	81

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TABLE 23. (Cont'd)

TEACHER ACTIVITIES AND SKILLS		How I rate myself as a teacher in this area						How I rate the quality of on-campus preparation in this area						How I rate the quality of student teaching experience in this area						I need additional training in this area	
9. Ability to apply effective classroom management procedures to maintain acceptable student behavior.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	50	15	13	1	1	80	45	17	15	2	1	80	47	16	15	1	1	80	17	63
	%	63	19	16	1	1	100	56	21	19	3	1	100	59	20	19	1	1	100	21	79
10. Ability to deal effectively with behavior problems of students whose ethnic backgrounds are different from mine.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	29	43	7	1		80	28	36	13	3		80	22	48	9	1		80.	17	63
	%	36	54	9	1		100	35	45	16	4		100	28	60	11	1		100	21	79
11. Ability to deal effectively with behavior problems of students whose ethnic backgrounds are similar to mine.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	56	18	5		1	80	49	23	7		1	80	50	23	5	1	1	80	9	71
	%	70	23	6		1	100	61	29	9		1	100	63	29	6	1	1	100	11	89
12. Ability to communicate easily with students whose ethnic backgrounds are different from mine.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	29	40	9	1	1	80	31	32	12	4	1	80	39	29	9	1	2	80	19	61
	%	37	50	11	1	1	100	39	40	15	5	1	100	49	36	11	1	3	100	24	76

TABLE 23. (Cont'd)

TEACHER ACTIVITIES AND SKILLS		How I rate myself as a teacher in this area						How I rate the quality of on-campus preparation in this area						How I rate the quality of student teaching experience in this area						I need additional training in this area	
13. Ability to facilitate harmonious relationships among students of different ethnic backgrounds.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	40	30	9	1		80	30	33	9	8		80	46	21	8	5		80	17	63
	%	50	38	11	1		100	38	41	11	10		100	58	26	10	6		100	21	79
14. Ability to deal effectively with students who openly and aggressively exhibit ethnic prejudices.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	29	34	16	1		80	25	34	13	5	3	80	30	33	9	7	1	80.	19	61
	%	36	43	20	1		100	31	43	16	6	4	100	38	41	11	9	1	100	24	76
15. Ability to demonstrate mastery of the subject area(s) for which I am responsible.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	50	28	1		1	80	49	25	4		2	80	45	31	3		1	80	5	75
	%	63	35	1		1	100	61	31	5		3	100	56	39	4		1	100	6	94
16. Ability to communicate subject matter content to students whose ethnic backgrounds are similar to mine.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	44	31	3	1	1	80	35	35	9		1	80	40	33	4	2	1	80	13	67
	%	55	39	4	1	1	100	44	44	11		1	100	50	41	5	3	1	100	16	84

TABLE 23. (Cont'd)

TEACHER ACTIVITIES AND SKILLS		How I rate myself as a teacher in this area						How I rate the quality of on-campus preparation in this area						How I rate the quality of student teaching experience in this area						I need additional training in this area	
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
17. Ability to communicate subject matter content to students whose ethnic backgrounds are different from mine.	No.	33	34	9	3	1	80	28	40	6	5	1	80	33	33	10	3	1	80	17	63
	%	41	43	11	4	1	100	35	50	8	6	1	100	41	41	13	4	1	100	21	79
18. Ability to modify my own teaching style to the benefit of all students in my class.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	50	25	4		1	80	41	30	7	1	1	80	52	22	4	1	1	80	9	71
	%	63	31	5		1	100	51	38	9	1	1	100	65	28	5	1	1	100	11	89
19. Ability to communicate effectively with the parents of children whose ethnic backgrounds are similar to mine.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	41	30	7		2	80	33	31	14	1	1	80	33	31	14	1	1	80	12	68
	%	52	38	9		3	100	41	39	18	1	1	100	41	39	18	1	1	100	15	85
20. Ability to communicate effectively with the parents of children whose ethnic backgrounds are different from mine.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	25	34	13	5	3	80	25	33	13	7	2	80	25	33	14	7	1	80	21	59
	%	31	43	16	6	4	100	31	41	16	9	3	100	31	41	18	9	1	100	26	74

TABLE 23. (Cont'd)

TEACHER ACTIVITIES AND SKILLS		How I rate myself as a teacher in this area						How I rate the quality of on-campus preparation in this area						How I rate the quality of student teaching experience in this area						I need additional training in this area	
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
21. Ability to work effectively in team-teaching situations.	No.	39	25	14	1	1	80	41	21	13	5		80	41	21	11	6	1	80	17	63
	%	49	31	18	1	1	100	51	26	17	6		100	51	26	14	8	1	100	21	79
22. Ability to work effectively with teachers whose ethnic backgrounds are similar to mine.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	49	25	5		1	80	40	32	7		1	80	41	30	7	1	1	80	5	75
	%	62	37	6		1	100	50	40	9		1	100	51	38	9	1	1	100	6	94
23. Ability to work effectively with teachers whose ethnic backgrounds are different from mine.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	37	30	11	1	1	80	35	30	13	1	1	80	36	31	9	3	1	80	9	71
	%	46	38	14	1	1	100	44	38	16	1	1	100	45	39	11	4	1	100	11	89
24. Ability to work harmoniously with administrators whose ethnic backgrounds are different from mine.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	40	29	8	2	1	80	34	35	9	1	1	80	40	28	7	4	1	80	15	65
	%	50	36	10	3	1	100	43	44	11	1	1	100	50	35	9	5	1	100	19	91

TABLE 23. (Cont'd)

TEACHER ACTIVITIES AND SKILLS		How I rate myself as a teacher in this area						How I rate the quality of on-campus preparation in this area						How I rate the quality of student teaching experience in this area						I need additional training in this area	
25. Ability to generate fair and accurate permanent records of student progress for all students.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	47	25	6	1	1	80	46	25	7	1	1	80	45	25	5	3	2	80	9	71
	%	59	31	8	1	1	100	58	31	9	1	1	100	57	31	6	4	3	100	11	89
26. Ability to read and understand new research reports and translate important findings into instructional practice.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	34	35	8		3	80	33	35	9	1	2	80	36	31	11	1	1	80	16	64
	%	43	44	10		4	100	42	44	11	1	3	100	45	39	14	1	1	100	20	80
27. Ability to rigorously evaluate the success of my own teaching practices.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	40	31	7	1	1	80	35	36	7	1	1	80	38	31	9	1	1	80	9	71
	%	50	39	9	1	1	100	44	45	9	1	1	100	48	39	11	1	1	100	11	89
28. Ability to plan and carry out classroom activities which encourage student self-direction.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	48	25	6		1	80	41	30	7	1	1	80	40	29	9	1	1	80	9	71
	%	60	31	8		1	100	51	38	9	1	1	100	50	37	11	1	1	100	11	89

TABLE 23 . (Cont'd)

TEACHER ACTIVITIES AND SKILLS		How I rate myself as a teacher in this area						How I rate the quality of on-campus preparation in this area						How I rate the quality of student teaching experience in this area						I need additional training in this area	
29. Ability to deal effectively with disruptive students.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	40	24	13	1	2	80	35	25	13	6	1	80	40	22	16	1	1	80	15	65
	%	50	30	16	1	3	100	44	31	16	8	1	100	50	28	20	1	1	100	19	81
30. Ability to effectively counsel students from a variety of ethnic backgrounds regarding future educational and/or occupational goals.		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.	30	40	9		1	80	29	40	8	2	1	80	30	40	9	1		80	13	67
	%	38	50	11		1	100	36	50	10	3	1	100	38	50	11	1		100	16	84
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.																				
	%																				
		1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	YES	NO
	No.																				
	%																				

SPRING QUARTER (Beginning) RESPONDENTS

AGE, SEX, RACE AND SCHOOL LOCATION OF STUDENT TEACHERS RESPONDING TO FOLLOW-UP QUESTIONNAIRE, FLORIDA A & M UNIVERSITY

WHITE FEMALE

A G E		SCHOOL LOCATION	
20-24	25 AND OLDER	LOCAL (TALLAHASSEE) FLORIDA	OUT OF TOWN

WHITE MALE

A G E		SCHOOL LOCATION	
20-24	25 AND OLDER	LOCAL (TALLAHASSEE) FLORIDA	OUT OF TOWN

BLACK FEMALE

A G E		SCHOOL LOCATION	
20-24	25 AND OLDER	LOCAL (TALLAHASSEE) FLORIDA	OUT OF TOWN

BLACK MALE

A G E		SCHOOL LOCATION	
20-24	25 AND OLDER	LOCAL (TALLAHASSEE) FLORIDA	OUT OF TOWN

SPANISH MALE

A G E		SCHOOL LOCATION	
20-24	25 AND OLDER	LOCAL (TALLAHASSEE) FLORIDA	OUT OF TOWN

TABLE 25.

SPRING QUARTER (Beginning) RESPONDENTS

AGE, SEX, RACE AND SCHOOL LOCATION OF STUDENT TEACHERS RESPONDING TO FOLLOW-UP QUESTIONNAIRE, FLORIDA A & M UNIVERSITY

A G E		S E X		R A C E			SCHOOL LOCATION	
20-24	25 AND OLDER	FEMALE	MALE	BLACK	WHITE	SPANISH	LOCAL (TALLAHASSEE) FLORIDA	OUT OF TOWN
69	15	57	27	52	5		48	36

TABLE 26.

SPRING QUARTER (Beginning) RESPONDENTS

AGE, SEX, RACE AND SCHOOL LOCATION OF WHITE STUDENT TEACHERS RESPONDING TO FOLLOW-UP QUESTIONNAIRE, FLORIDA A & M UNIVERSITY

A G E		S E X		SCHOOL LOCATION	
20-24	25 AND OLDER	FEMALE	MALE	LOCAL (TALLAHASSEE) FLORIDA	OUT OF TOWN
3	2	4	1	2	3

SPRING QUARTER (Ending) RESPONDENTS

AGE, SEX, RACE AND SCHOOL LOCATION OF STUDENT TEACHERS RESPONDING TO

FOLLOW-UP QUESTIONNAIRE, FLORIDA A & M UNIVERSITY

WHITE FEMALE

A G E		SCHOOL LOCATION	
20-24	25 AND OLDER	LOCAL (TALLAHASSEE) FLORIDA	OUT OF TOWN
3		3	

WHITE MALE

A G E		SCHOOL LOCATION	
20-24	25 AND OLDER	LOCAL (TALLAHASSEE) FLORIDA	OUT OF TOWN

BLACK FEMALE

A G E		SCHOOL LOCATION	
20-24	25 AND OLDER	LOCAL (TALLAHASSEE) FLORIDA	OUT OF TOWN
39	9	24	24

BLACK MALE

A G E		SCHOOL LOCATION	
20-24	25 AND OLDER	LOCAL (TALLAHASSEE) FLORIDA	OUT OF TOWN
24	5	8	21

SPANISH MALE

A G E		SCHOOL LOCATION	
20-24	25 AND OLDER	LOCAL (TALLAHASSEE) FLORIDA	OUT OF TOWN

TABLE 28.

AGE, SEX, RACE AND SCHOOL LOCATION OF WHITE STUDENT TEACHERS RESPONDING TO FOLLOW-UP QUESTIONNAIRE, FLORIDA A & M UNIVERSITY

A G E		S E X		SCHOOL LOCATION	
20-24	25 AND OLDER	FEMALE	MALE	LOCAL (TALLAHASSEE) FLORIDA	OUT OF TOWN
3		3		3	

TABLE 29.

AGE, SEX, RACE AND SCHOOL LOCATION OF STUDENT TEACHERS RESPONDING TO FOLLOW-UP QUESTIONNAIRE, FLORIDA A & M UNIVERSITY

AGE		SEX		RACE			SCHOOL LOCATION	
20-24	25 AND OLDER	FEMALE	MALE	BLACK	WHITE	SPANISH	LOCAL (TALLAHASSEE) FLORIDA	OUT OF TOWN
66	14	51	29	77	3		35	45

TABLE 30.
ASSESSMENT OF MULTIETHNIC ATTITUDE
SPRING QUARTER RESPONDENTS

ANSWER CODE:
Agree Strongly (5) Agree (4) Don't Know (3) Disagree (2) Disagree Strongly (1)

		5	4	3	2	1	T
1. I would like to serve a stint in the Peace Corps.	No.	3	5	25	25	20	78
	%	3	6	32	32	25	98
		5	4	3	2	1	T
2. I feel confident that I can perform capably in a multicultural class in any Florida school at the level for which I am preparing.	No.	32	44	1	1		78
	%	41	56	1	1		99
		5	4	3	2	1	T
3. I feel I can speak English effectively with any pupil regardless of his or her ethnic or class background	No.	41	32	5			78
	%	52	41	6			99
		5	4	3	2	1	T
4. I would like to serve in VISTA (Volunteers in Service to America).	No.	2	10	33	21	12	78
	%	2	12	42	26	15	97
		5	4	3	2	1	T
5. I feel I am entirely free of bias against any pupils I may teach without respect to their ethnic or class background.	No.	1	3	8	35	31	78
	%	39	44	10	3	1	97
		5	4	3	2	1	T
6. I feel Florida A&M University should present a greater diversity of cultural activities than it has during my student days thus far.	No.	22	40	8	7	1	78
	%	28	51	10	8	1	98
		5	4	3	2	1	T
7. I feel my methods courses in education have given me sufficient skills to reach pupils of all cultural backgrounds in Florida schools.	No.	17	43	7	9	2	78
	%	21	55	8	11	2	97
		5	4	3	2	1	T
8. I do not feel my textbooks in history and the social sciences treat topics concerning minorities and women accurately and objectively.	No.	15	34	11	16	2	78
	%	19	43	14	20	2	98

TABLE 30. (Cont'd)

ANSWER CODE:

Agree Strongly (5) Agree (4) Don't Know (3) Disagree (2) Disagree Strongly (1)

		5	4	3	2	1	T
9. I believe that all multicultural differences are the products of learned behavior.	No.	20	36	12	8	2	78
	%	25	46	15	10	2	98
		5	4	3	2	1	T
10. For my internship I would prefer to have the experience in a school of different ethnic and cultural background than my own.	No.	13	26	17	19	3	78
	%	16	33	21	24	3	97
		5	4	3	2	1	T
11. Because of Florida's growing Spanish speaking population, I believe competency in spoken Spanish should be a requirement for certification.	No.	3	24	11	26	14	78
	%	3	30	14	33	17	97
		5	4	3	2	1	T
12. If assigned to teach Spanish speaking pupils, I feel I can perform competently.	No.	2	12	16	27	21	78
	%	2	15	20	34	26	97
		5	4	3	2	1	T
13. I feel the ethnic and cultural mix of students at TAMU is insufficient to provide me with a well rounded array of multi-cultural experiences.	No.	6	25	16	26	5	78
	%	7	32	20	33	6	98
		5	4	3	2	1	T
14. I feel I can explain my educational approach effectively to the parents of pupils of any ethnic or cultural background I may have in my classes.	No.	17	48	9	3	1	78
	%	21	61	11	3	1	97
		5	4	3	2	1	T
15. Frequently, I prefer to seek out for professional and social experiences fellow students of ethnic and class background different from my own.	No.	5	48	7	17	1	78
	%	6	61	8	21	1	97
		5	4	3	2	1	T
16. I often enjoy watching TV programs and reading novels, magazines and newspapers dealing with the experiences of people of diverse cultural backgrounds.	No.	21	43	4	8	2	78
	%	26	55	5	10	2	98

TABLE 30. (Cont'd)

ANSWER CODE:

Agree Strongly (5) Agree (4) Don't Know (3) Disagree (2) Disagree Strongly (1)

		5	4	3	2	1	T
17. With respect to the mission of the public schools, I believe that the notion of the melting pot is outmoded.	No.	2	26	26	20	4	78
	%	2	33	33	25	5	98
		5	4	3	2	1	T
18. I believe that multicultural education can be an antidote to racism and cultural stereotypes.	No.	15	39	14	10		78
	%	19	50	17	12		98
		5	4	3	2	1	T
19. I feel my education should provide more opportunities in developing competencies to behave effectively in diverse cultural settings.	No.	13	51	4	10		78
	%	16	65	5	12		99
		5	4	3	2	1	T
20. I regard participating in multicultural settings as indispensable to eliminating racism and sexism.	No.	8	34	19	14	3	78
	%	10	43	24	17	3	97
		5	4	3	2	1	T
21. I feel my professional competency would be enhanced by my having actual or simulated experiences in multicultural environments.	No.	14	53	6	3	2	78
	%	17	67	7	3	2	96
		5	4	3	2	1	T
22. I regard the development of skills in values clarification as basic to making informed responses to conflicting multicultural situations.	No.	7	48	23			78
	%	8	61	29			98
		5	4	3	2	1	T
23. I believe my teacher education curricula should be more reflective of the culturally diverse nature of American society.	No.	15	43	9	10	1	78
	%	19	55	11	12	1	98
		5	4	3	2	1	T
24. As a teacher in a multicultural community I expect to become integrated in the community beyond the requirements of my primary teaching assignment.	No.	14	43	18	2	1	78
	%	17	55	23	2	1	98

TABLE 30. (Cont'd)

ANSWER CODE: 90

Agree Strongly (5) Agree (4) Don't Know (3) Disagree (2) Disagree Strongly (1)

25. I want to experience the joys of working with young people of the Third World even at the cost of foregoing the material conveniences of living in the United States.		5	4	3	2	1	T
	No.	7	24	25	18	14	78
	%	8	30	32	23	5	98
26. I believe that the study of literature in public schools should reflect our cultural heritage.		5	4	3	2	1	T
	No.	22	46	7	1	2	78
	%	28	58	8	1	2	97
27. I believe that the study of literature should reflect the diversity and pluralism of the larger society.		5	4	3	2	1	T
	No.	11	46	15	6		78
	%	14	58	19	7		98
28. I favor intellectual and cultural cross bussing to promote the process of desegregation and integration of ethnic groups and social classes in the public schools.		5	4	3	2	1	T
	No.	15	36	14	11	2	78
	%	19	46	17	14	2	98
29. I believe in enhancing cultural pluralism in the public schools even at the cost of some lessening of intellectual growth and freedom of speech.		5	4	3	2	1	T
	No.	4	14	25	26	9	78
	%	5	17	32	33	11	98
30. I believe that the schools should provide special assistance to black children with language problems.		5	4	3	2	1	T
	No.	38	34	3	1	2	78
	%	48	43	3	1	2	97

SUMMARY

Deductions

In arriving at deductions from the data for the two year period we must remember that a much smaller sample was used for the 1979-80 Study than for the 1978-79 Study. Also, the 1979-80 respondents were administered the survey at the beginning and end of each quarter. In addition, those participating during the Winter and Spring Quarters were given an Assessment of Multiethnic Attitude Survey. Another factor is that the 1978-79 sample consisted of 26 whites and 269 blacks, while the 1979-80 sample consisted of only 10 whites and 171 blacks. This small number of non-blacks spread over three (3) quarters does not allow for valid statistical assumptions.

The data for 1978-79 show that on all of the survey most of the respondents' opinions tended to be quite positive toward their own abilities, their classroom experience, and their student teaching experience, and few evidenced need for further training. While most of the same things can be said for the 1979-80 data, there is a wide contrast in the number of respondents indicating a need for further training. As high as 49% was evidenced on some of the activities.

Analysis of the 1978-79 and 1979-80 data seem to indicate that most of the respondents are aware of their need to become more informed about ethnic diversity. The data also indicate that there is a close correlation between an individual's exposure to information about ethnic diversity and his/her ability to respond to situations involving persons different from himself/herself. This is evidenced by the responses on the Assessment of Multiethnic Attitude Survey.

An analysis of the 1979-80 data will show that the respondents feel that their on-campus experiences have been good. This is evidenced by their positive ratings at the end of their student teaching. It seems as though practical experience allows one to realize the importance of classroom theory.

A significant finding is that all respondents both the 1978-79 and 1979-80 group evidenced a need for additional training in the area of ethnic diversity. This can be easily seen by the high percent of respondents stating that there is a need for additional training with certain activities and skills. Also items 10, 19, 21, and 23 on the Assessment of Multiethnic Attitude Survey point-up the need for more exposure to activities and materials dealing in the area of ethnic diversity.

After careful analysis of the data, it appears that there is a close relationship between one's perception of his/her ability to deal with situations involving "ethnicity" and his/her background

and experiences as they relate to ethnic diversity.

It is felt that one simple deduction can be drawn from all the data. That is--teachers must be reeducated to work with diverse ethnic groups if they are to do an exceptable job in the classroom. The data will show that 98% of the 1979-80 respondents would like to have this opportunity, either through seminars or the accessibility of reading material.

Recommendations

The researcher feels that the findings of this study over a two year period definitely indicate a need for additional training for teachers and student teachers in the area of ethnic diversity. It is felt that this can be accomplished through the Teacher Education Program at Florida A & M University.

The following recommendations are suggested.

(1) The development of multidisciplinary/multiethnic curricula

(2) To involve community resource persons from different ethnic backgrounds in special workshops for student teachers

(3) To have as a part of the on-campus training of student teachers demonstration classes comprised of students from different ethnic backgrounds where materials will be developed

(4) To pursue the idea of employing persons on a consultative basis from different ethnic backgrounds to work with student teachers as a part of the Teacher Training Program at Florida A & M

(5) The establishment of quarterly seminars for in-service teachers dealing with the area of ethnic diversity

(6) The development of a system to provide mailouts of bibliographies of readings in the area of ethnic diversity as well as the use of bibliotherapy (the deliberate use of books to educate emotions)

APPENDIX A

TEACHER ACTIVITIES AND SKILLS INSTRUMENT

ACADEMIC YEAR - 1979-80

Florida A. and M University - College of Education

Sep 17 3 25 PM 1979

DEAN, COLLEGE OF EDUCATION
FLORIDA A & M UNIVERSITY

FOLLOW-UP QUESTIONNAIRE

FOR

STUDENT TEACHERS

Introduction

The FAMU College of Education has routinely evaluated your progress as a student in our teacher education program. We would now like to reverse the assessment process and have you evaluate our success in preparing you to become an effective teacher by responding to this questionnaire. We ask that you complete each of the four sections of this instrument by reading carefully the instructions and then responding as directed to each item. Your responses will, of course, be held in strictest confidence; subsequent reports will reveal only group averages and not individual answers.

PART I

PRELIMINARY INFORMATION

Please respond as accurately as possible to each of the following items.

1. Name: _____
   Last *First* *Middle*

2. Age: _____ 3. Sex: _____ Male _____ Female

4. Race: _____ Black _____ White _____ Spanish _____ Other

5. Name and address of school where you completed student teaching

   School _____ (Elem., Middle, Jr.H., Sr.H)

   Address _____

   City _____

6. Indicate the approximate numbers of your students in each of the following categories:

Race:

Black _____

White _____

Spanish ____

Other _____

Sex:

Male _____

Female ____

TOTAL: _____

7. Your supervising teacher was:

Black _____

White _____

Spanish ____

Other _____

Male _____

Female ____

8. Your principal was:

Black _____

White _____

Spanish ____

Other _____

Male _____

Female ____

9. Estimate the percentage of the entire student body falling into the following categories:

Black _____%

White _____%

Spanish ____%

Other _____%

Total number of students _____

10. Estimate the percentage of teachers who were:

Black ____% White ____% Spanish ____% Other ____%

Male ____ Female ____

Did you attend an integrated secondary school? Yes ___ No ___

In elementary school did you have any friends who belonged to a ethnic group other than your own? Yes ___ No ___

13. While growing up did your family have friends who belonged to a ethnic group other than your own? Yes ___ No ___

PART II

POST-STUDENT TEACHING EVALUATION

In this section we want you to respond to a list of important teacher activities and skills relative to the following four rating questions:

1. *How you presently rate yourself as a teacher.*

2. *How you rate your on-campus (i.e., courses, seminars, workshops) training.*

3. *How you rate your student teaching training.*

4. *Your need for additional training.*

For each questionnaire item you should respond to the first three rating questions by circling one of the following responses:

1 - outstanding (indicates complete mastery)

2 - good (indicates high level of competence

3 - average (indicates satisfactory level of competence

4 - poor (indicates generally inadequate level of competence)

5 - completely inadequate (indicates severe weakness, inability to function)

For the fourth rating question you should simply circle "yes" or "no" according to whether you think you need additional training.

Teacher Activities & Skills	How I rate myself as a teacher in this area	How I rate the quality of on-campus preparation in this area	How I rate the quality of student teaching experience in this area	I need additional training in this area	
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES	NO
. Ability to translate broad curriculum guidelines into classroom objectives.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES	NO
.. Ability to prepare learning objectives appropriate for diverse ethnic groups.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES	NO
3. Ability to prepare classroom tests which do not discriminate against any ethnic group.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES	NO
Ability to evaluate each student's relative strengths and weaknesses across academic areas.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES	NO
5. Ability to design instructional activities which capitalize on individual patterns of ability within classrooms.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES	NO
Ability to design and offer remedial aid to students who do not respond optimally to classroom instruction.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES	NO
7. Ability to offer quality instructions to students whose ethnic background is different from mine.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES	NO
Ability to offer quality instructions to students whose ethnic background is similar to mine.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES	NO
9. Ability to apply effective classroom management procedures to maintain acceptable student behavior.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES	NO

Teacher Activities & Skills	How I rate myself as a teacher in this area	How I rate the quality of on-campus preparation in this area	How I rate the quality of student teaching experience in this area	I need additional training in this area	
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES	NO
10. Ability to deal effectively with behavior problems of students whose ethnic backgrounds are different from mine.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES	NO
11. Ability to deal effectively with behavior problems of students whose ethnic backgrounds are similar to mine.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES	NO
12. Ability to communicate easily with students whose ethnic backgrounds are different from mine.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES	NO
13. Ability to facilitate harmonious relationships among students of different ethnic backgrounds.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES	NO
14. Ability to deal effectively with students who openly and aggressively exhibit ethnic prejudices.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES	NO
15. Ability to demonstate mastery of the subject area(s) for which I am responsible.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES	NO
16. Ability to communicate subject matter content to students whose ethnic backgrounds are similar to mine.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES	NO
17. Ability to communicate subject matter content to students whose ethnic backgrounds are different from mine.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES	NO

Teacher Activities & Skills	How I rate myself as a teacher in this area	How I rate the quality of on-campus preparation in this area	How I rate the quality of student teaching experience in this area	I need additional training in this area	
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES	NO
18. Ability to modify my own teaching style to the benefit of all students in my class.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES	NO
19. Ability to communicate effectively with the parents of children whose ethnic backgrounds are similar to mine.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES	NO
20. Ability to communicate effectively with the parents of children whose ethnic backgrounds are different from mine.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES	NO
21. Ability to work effectively in team-teaching situations.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES	NO
22. Ability to work effectively with teachers whose ethnic backgrounds are similar to mine.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES	NO
23. Ability to work effectively with teachers whose ethnic backgrounds are different from mine.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES	NO
24. Ability to work harmoniously with administrators whose ethnic backgrounds are different from mine.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES	NO
25. Ability to generate fair and accurate permanent records of student progress for all students.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES	NO
26. Ability to read and understand new research reports and translate important findings into instructional practice.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES	NO

Teacher Activities & Skills	How I rate myself as a teacher in this area	How I rate the quality of on-campus preparation in this area	How I rate the quality of student teaching experience in this area	I need additional training in this area
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES NO
27. Ability to rigorously evaluate the success of my own teaching practices.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES NO
28. Ability to plan and carry out classroom activities which encourage student self-direction.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES NO
29. Ability to deal effectively with disruptive students.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES NO
30. Ability to effectively counsel students from a variety of ethnic backgrounds regarding future educational and/or occupational goals.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	YES NO

PART III

STUDENT TEACHING COMMENTARY

Please describe in a single paragraph any suggestions you have for improving the student teaching program. Please indicate also any outstanding positive feelings you have about the FAMU student teaching program.

PART IV

FUTURE PLANS

Please describe in a single paragraph your short-term (next year) and long-term (next five years) plans regarding your teaching career. Include such information as job information if you have one, any plans for graduate school, plans <u>not</u> to pursue a teaching career, etc.

APPENDIX B

ABSTRACT OF 1978-79 FINDINGS

ABSTRACT

OF

1978-79 FINDINGS

Out of the thirty (30) teacher activities and skills addressed, 24% of the respondents evidenced a need for additional training in three (3) areas. Those three (3) were Teacher Activities and Skills numbers: 2) Ability to prepare learning objectives appropriate for diverse ethnic groups, 25%; 6) Ability to design and offer remedial aid to students who do not respond optimally to classroom instruction, 24%; 14) Ability to deal effectively with students who openly and aggressively exhibit ethnic prejudices, 24%. The 1978-79 data also showed that fifteen (15) respondents rated their on-campus preparation poor as it related to their ability to deal effectively with behavior problems of students whose ethnic backgrounds are different than theirs. Of this number, 20% were white females over 24 years of age, and 60% were black females over 24.

When isolated, responses given by the twenty-six (26) white respondents differed very little from those of the non-white respondents, only in that the white respondents evidenced a need for additional training in a larger number of activities and skills.

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